

Nutley Public Schools



Department of World Languages

Curriculum Guide

Level 3 Honors – Italian & Spanish

Table of Contents

Table of Contents	2
Department Description	3
Statement of Purpose	3
Philosophy & Approach	4
Mission	4
New Jersey Student Learning Standard for World Languages	5
Three Strands	5
Proficiency Levels	6
The Role of Grammar in the World Language Class	7
Time as a Critical Component for Developing Language Performance	7
NCSSFL-ACTFL Can-Do Statements	8
How to Use the Can-Do Statements	8
How Not to Use the Can-Do Statements	8
How Stakeholders Use the Can-Do Statements	9
Assessment	10
Formative Assessment	10
Summative Assessment	11
Integrated Performance Assessments (IPAs)	11
Culturally Authentic Materials	12
Grading Policy	12
Meeting the Needs of All Students	14
References	15
Course Description/Summary	16
Unit Contents: Scope & Sequence	17
Unit 1	18
Unit 2	24
Unit 3	31
Unit 4	37

Department Description

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

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

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

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

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

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

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

Statement of Purpose

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

We believe that learning a second language allows students to:

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

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

Philosophy & Approach

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

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

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

Mission

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

Acknowledgments

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New Jersey Student Learning Standard for World Languages

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

Three Strands

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



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

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

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

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

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

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

Proficiency Levels

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

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

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

The Role of Grammar in the World Language Class

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

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

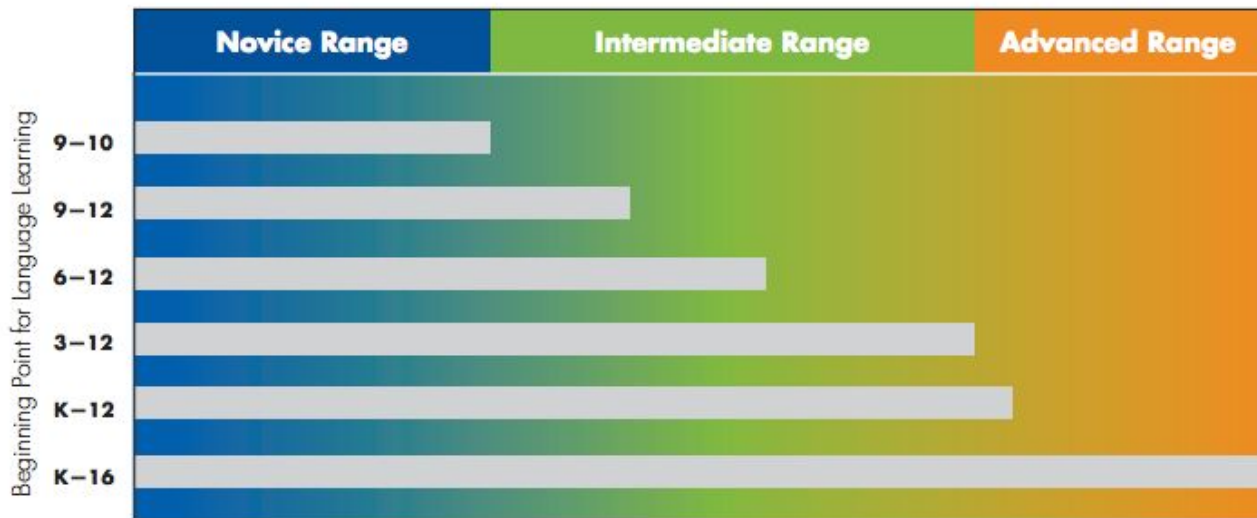
See [New Jersey Student Learning Standard for World Languages](#) for more information.

Time as a Critical Component for Developing Language Performance

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

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

Time as a critical component for developing language performance



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

NCSSFL-ACTFL Can-Do Statements

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

The 2017 NCSSFL-ACTFL Can-Do Statements provide:

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

How to Use the Can-Do Statements

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

How Not to Use the Can-Do Statements

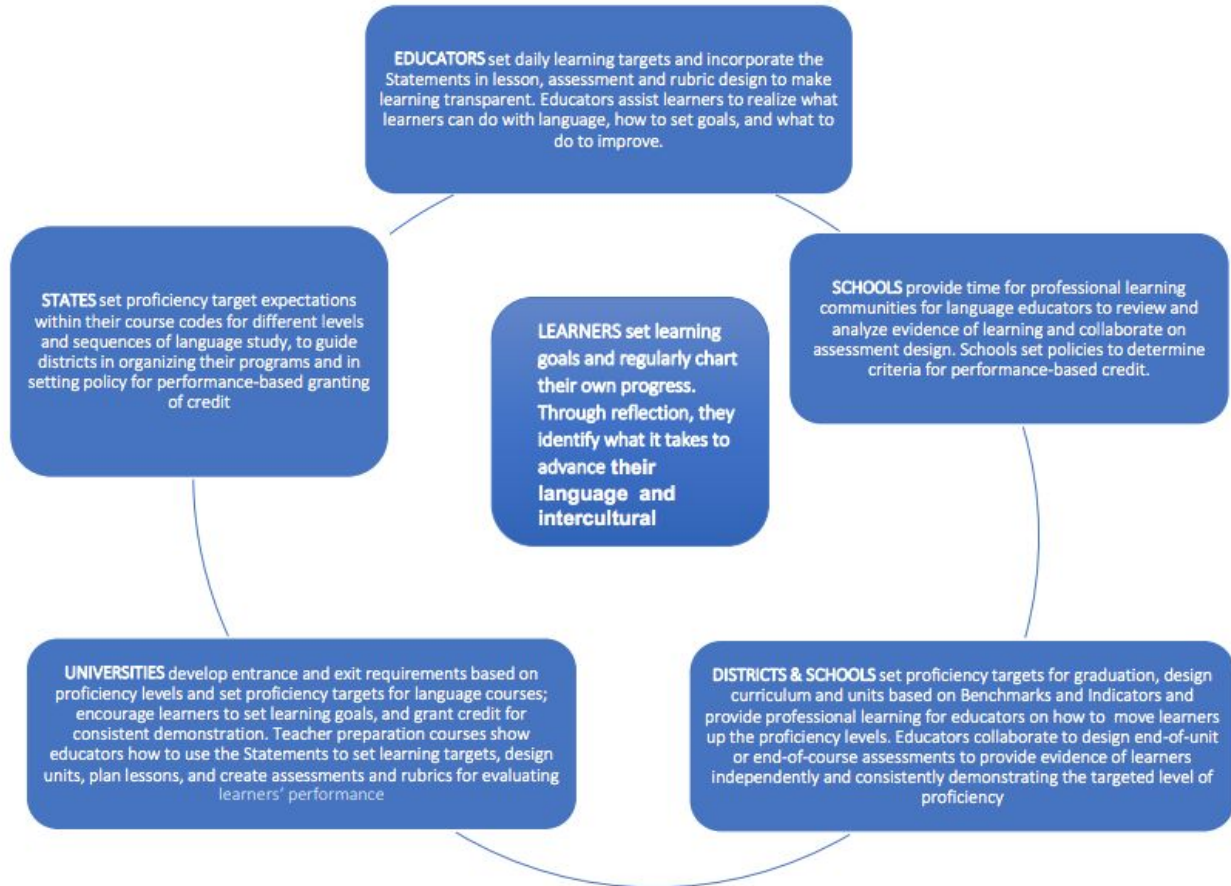
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

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

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

How Stakeholders Use the Can-Do Statements

How Stakeholders Use the Can-Do Statements



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

Assessment

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

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

Formative Assessment

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

Suggested Checks for Understanding

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

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

Sample Formative Assessments

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

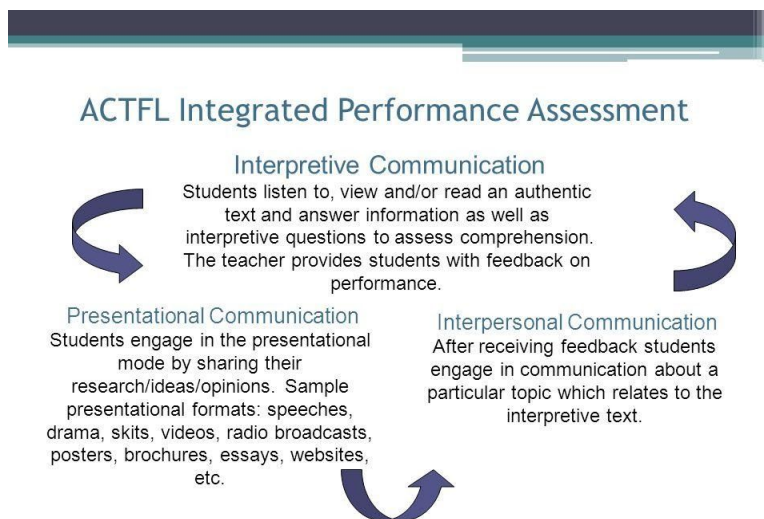
Summative Assessment

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

Integrated Performance Assessments (IPAs)

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

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



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

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

Culturally Authentic Materials

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

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

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

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

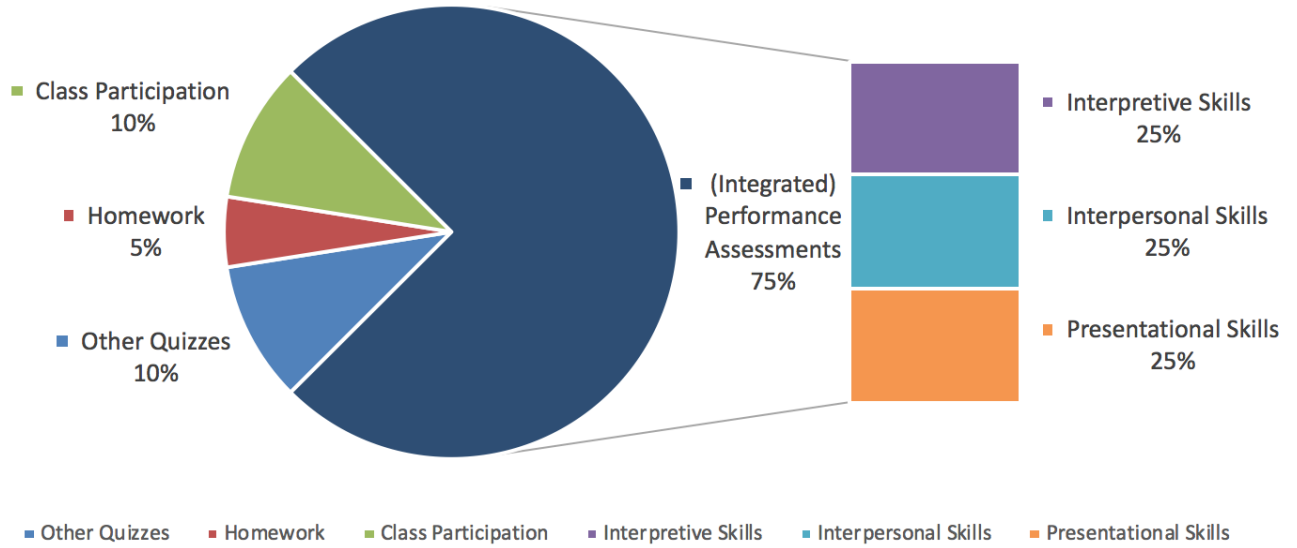
Grading Policy

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

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

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

World Language Department Grading Policy – Secondary Italian & Spanish



Meeting the Needs of All Students

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

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

Anticipated Misunderstandings in Unit		
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

- Adair-Hauck, B., Glisan, W., & Troyan, Francis J. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: Author.
- American Council on the Teaching of Foreign Languages. (2012a). [*ACTFL performance descriptors for language learners*](#). Alexandria, VA: Author.
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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 III Honors is designed for students to further develop material mastered in the Level II course. A widening variety of authentic materials and sources will be used to reinforce vocabulary and further develop language skills (listening, speaking, reading and writing) by using the three modes: Interpretive, Interpersonal and Presentational, acquired in the first two years of the language studied.

This course requires students to continue to place emphasis on developing accuracy in written and oral communication. At this level, the modes of communication are routinely used to express original thought as well as to narrate, summarize, explain, infer, synthesize, and/or predict information gathered from written as well as aural sources. Cultural themes will be further explored by studying selected works of literature, art, and music. This course will be conducted primarily in the target language with very little dependence on English.

Successful completion of this course will be measured through the use of the three modes of communication, oral and written assessments, homework, class participation, and a final exam. The students will perform in the range of Intermediate Mid to Intermediate High level as prescribed by the New Jersey Student Learning Standard for World Languages for World Languages and 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	Health	✓			✓		
2	Careers & Education		✓			✓	
3	Gastronomy		✓	✓	✓		
4	Technology				✓		✓
✓ = 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 3 Honors	Performance Range	Intermediate Low
Grade(s)	9-12	Curricular Theme	Beauty and Aesthetics - Global Challenges
Unit Title	Health		
Course Focus			
Essential Question(s)	<ul style="list-style-type: none"> How does audience determine the choice of language? 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.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.		
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.		
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.		
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.		
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.		
7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.		
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.		
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.		
Interpersonal (Strand B Indicators)			
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.		
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.		
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.		

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

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> • Fotonovela - Descubre 3 p.126: Los empleados de Facetas se preocupan por mantenerse sanos y enforma. Students should answer questions from pre-reading activity. Complete a Key Word Recognition task and Students should answer comprehension questions. Fotoromanzo - Sentieri p.210: una visita medica Students should answer questions from pre-reading activity. Complete a Key Word Recognition task and Students should answer comprehension questions. • Infographic: Read and respond to questions based on topic. https://www.higadograso.c/images/plato-saludable.jpg Italian- https://www.macrolibrarsi.it/libri/_gravidanza-una-guida-infografica-libro.php 	<ul style="list-style-type: none"> • Doctor’s Office Scenario: you go to the doctor’s office for your annual physical. The doctor tells you have to improve various habits and exercise in order to get healthy. Students will act as the doctor and patient. The doctor will conduct a physical where he/she checks the other students and asks a series of questions. The patient is to respond to the questions and ask for advice. • Your task is to create an interview between a news reporter and athlete from Argentina, Colombia and Spain/italy. Students will act as the athlete or the reporter. The news reporter will conduct an interview with a popular athlete. Before the interview you will briefly describe how the game turned out, then, you will enter the locker room to interview the athlete to ask how he stays in shape and maintains a healthy lifestyle. The athlete’s answer will include information about his daily routine. The product can be in the form 	<ul style="list-style-type: none"> • Scenario: create a video presenting advice for a healthy lifestyle and exercises to stay in shape. • Presentational Writing Task: Students will present the pros and cons of staying fit and healthy in our society. • Write an email to your teacher explaining that you are homesick for the day. Describe your symptoms, your trip to the doctor, and how he treated your condition. Express regret over missing class and your hopes for completing all assignments in a timely manner.

		of a class presentation or recorded video production.	
Toolbox & Core Content			
Can-Do Statements			
Interpretive	<ul style="list-style-type: none"> ● I can understand the main idea and some pieces of information based on health, sports and lifestyle found in original texts. ● I can identify the topic and related information from simple sentences in short informational texts. ● I can understand a series of reasons why staying healthy is important ● I can decipher information about a particular topic found on various forms of media 		
Interpersonal	<ul style="list-style-type: none"> ● I can identify the main idea in short conversations ● I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions ● I can exchange opinions on organic vs non-organic food. ● I can exchange opinions about staying fit without joining a gym ● I can exchange texts to discuss a particular topic ● I can work with a partner class in the target culture to survey everyone's views on the importance of a healthy lifestyle 		
Presentational	<ul style="list-style-type: none"> ● I can ask for and give advice ● I can talk about caring for myself ● I can express how I am feeling ● I can use words and expressions related to stress ● I can suggest ways to alleviate stress ● I can express agreement and disagreement ● I can report about what others say and think ● I can rank hopes and wishes ● I can make suggestions and recommendations ● I can compare healthy and unhealthy foods ● I can evaluate the consequences of unhealthy habits ● I can discuss the things I do to relax ● I can compare habits in the US to those of the target culture 		
Supporting Functions <i>Students will be able to:</i>		Supporting Structures/Patterns <i>Students will know:</i>	
<ul style="list-style-type: none"> ● Expressing how to make something to a friend. ● Explaining to your friend what not to do. ● Stating to a person whom you would address formally how to complete a task and give warnings of what not to do. ● Explaining to create something to a group of people how. ● Making group suggestions using 'let's'. ● Writing directions that tell one person or a group of people how to complete a specific task. ● Asking for/Giving information ● Describing current habits ● Explaining preferences ● Narrating ● Comparing/contrasting healthy vs unhealthy 		<ul style="list-style-type: none"> ● Imperative Mood: <ul style="list-style-type: none"> ● Informal Commands (Tú) Descubre 3 p. 140 ● Informal commands Immagina pg. 139 <ul style="list-style-type: none"> ○ Irregular Informal Commands http://personal.colby.edu/~bknelson/SLC/command_forms.html Italian: https://onlineitalianclub.com/free-italian-exercises-and-resources/online-italian-course-pre-intermediate-level-a2/imperativo-diretto-direct-imperative-form/ <ul style="list-style-type: none"> ○ Negative Informal Commands ● Formal Commands (Ud) <ul style="list-style-type: none"> ○ Irregular Formal Commands ○ Negative Formal Commands 	

<ul style="list-style-type: none"> Independently using their learning to communicate information to talk about past and present sporting events, discuss ways to stay healthy, and discuss daily routines. Talking about sporting events Discussing ways to stay healthy Pointing out specific people and things using demonstrative adjectives / pronouns in sports. Telling what happened in a specific game Clarifying the sequence of events relating to sports and daily routines 	<ul style="list-style-type: none"> 2nd person plural - Nosotros-nos Commands = Let's 3rd person plural - Ustedes-vois Commands Indicative Mood: Reflexive verbs - present tense review
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Priority Vocabulary	Other Vocabulary
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<ul style="list-style-type: none"> Healthy lifestyle - La salud: Descubre 3 p. 122 Body parts Sports Exercise 	<ul style="list-style-type: none"> BulletedList
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Instructional Activities	
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Key Learning Activities	Mode of Communication
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Command Crossword Puzzle	Interpretive
Split students into equal sized groups, give each group an origami project that has no title nor indication of what the final result should be with an appropriately sized piece of paper. Each group must follow the commands to end up with the finished product.	Interpretive
Show who is being spoken to based solely on the command by holding up the correct personal pronoun card.	Interpretive
Three in a row: 3 groups of clues used in groups of 3. There are 2 players and 1 officiate. Players switch.	Interpretive
Create a game board using all forms of commands. Trade game boards with a classmate. Complete the game. Time & Accuracy count.	Presentational
Presentation: Choose a friend and tell him, her or them what to do using the correct command form.	Presentational
Key Word recognition	Interpretive
Discussing the Main Idea	Interpretive
Supporting Details	Interpretive
Guessing meaning from Context	Interpretive
Comparing Cultural Perspectives	Presentational
Discussing recent or past activities	Interpersonal
Dialogues with classmates about healthy lifestyles, exercises, sports, obesity, etc.	Interpersonal
Writing Task: Email to teacher *see interpersonal evidence of learning	Interpersonal
Video: Watch a sports event and create commentary.	Interpretive
Read about another person's/family's daily routine and compare it to your own.	Interpretive
YouTube Video: Obesidad y Nutricion https://www.youtube.com/watch?v=NvIckV8xeqc YouTube Video: capire l'obesità https://www.youtube.com/watch?v=iTIZIQL7tw	Interpretive

<p>Article: Bebidas azucaradas https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281097954/a/fd/02/910-elsol4-p16-621716.pdf</p> <p>Article: Bibite Zuccherate https://ilfattoalimentare.it/bibite-zuccherate-10-ragioni-per-smettere-fooducate.html</p>	<p>Interpretive</p>
<p>You Tube Video: Ejercicios para un abdomen plano y marcado from Despierta America https://www.youtube.com/watch?v=MzFhze7UDfY</p> <p>YouTube Video: esercizi addominali https://www.youtube.com/watch?v=sxuAp1XMnAU</p>	<p>Interpretive</p>
<p>Infographic: Marchando y mejorando: Beneficios de caminar https://www.occ.com.mx/blog/marchando-mejorando-beneficios-caminar-infografia/</p> <p>Infografica: i benefici del camminare https://www.pinterest.com/pin/603975000001423309/?lp=true</p>	<p>Interpretive</p>
<p>Formative Assessments & Check Points</p>	<p>Mode of Communication</p>
<p>Ongoing formative assessments (daily routine, sports & health, commands, demonstratives, etc.)</p>	
<p>Vocabulary & Grammar Quizzes</p>	
<p>Oral: describe sports events, including ways athletes stay healthy (daily routine) and provide commentary on a specific game by saying what happened and what people are currently doing</p>	<p>Presentational</p>
<p>Article: Read a magazine article about the daily routine of high school students and answer T/F or short answer questions (On-level assessment p.88)</p>	<p>Interpretive</p>
<p>Oral: describe sports events, including ways athletes stay healthy (daily routine) and provide commentary on a specific game by saying what happened and what people are currently doing.</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 3 ● Sentieri 3 ● Mary Glasgow Magazines & Website ● Infographic ● immagina ● riviste 	<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Webquest ● Vimeo ● List of useful websites for world language teachers ● http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/ ● WordReference.com: http://www.wordreference.com/ ● https://todaysmeet.com/ ● http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jek&wcsuffix=0001 ● https://conjuguemos.com/ ● http://www.bbc.co.uk/mundo/

	<ul style="list-style-type: none"> • http://www.practicaespanol.com/ • http://www.rtve.es/ • http://www.univision.com/ • http://www.peopleenespanol.com/ • http://www.20minutos.com/
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21st Century Life and Career Standards

The selected standards may apply to this unit of study

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

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

Unit 2

Course Information

Language(s)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Level 3 Honors	Performance Range	Intermediate Low
Grade(s)	9-12	Curricular Theme	Contemporary Life - Personal and Public Identities
Unit Title	Careers & Education		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • How do personality and choice affect who people become? • What would be the best job for me? • How do I need to prepare for my chosen profession/trade? • Why is there a need for different professions, trades, and skills?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Career choices are personal. • The phrasing of intentions and requests affects how communication is perceived. • Setting goals, for both the short and long term, is part of our everyday experience and help us to stay focused • Understanding the local culture and mastering the language is of equal importance if we want to function in a foreign culture • Having a working experience in a foreign culture can help to shape a well rounded personality

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

Interpersonal (Strand B Indicators)

7.1.II.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.II.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.II.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.II.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.II.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational (Strand C Indicators)

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

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> • Video: watch and respond to questions based on main idea https://www.youtube.com/watch?v=OmfRA3cCf0o • italian: https://www.youtube.com/watch?v=PYnkUsTyOLM • Reading Comprehension: Respond to questions based on the topic https://www.buzzfeed.com/jessicamisener/13-de-las-mejores-carreras-para-introvertidos?utm_term=.yy406qAOP#.ptQLPRqLj • Italian: https://it.insider.pro/lifestyle/2016-04-22/i-10-lavori-migliori-per-le-persone-introverse/ 	<ul style="list-style-type: none"> • Applying to a job in town: Just like many other teenagers, you will want to have money to buy a car and be able to do all the things that teenagers expect. For this, you will need a JOB. 1. Individually, brainstorm and write all the qualities and special skills that you possess to prepare for a job interview. 2. Write down 5 questions that you would ask someone applying for a job. 3. You will be paired with other students to ask and respond according to the teachers parameters. 	<ul style="list-style-type: none"> • Write a cover letter and CV. • Research different types of resumes online and use the information to create and present video resume/curriculum vitae to the class. <p>*Teacher template to be provided</p>

Toolbox & Core Content

Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> • When reading short texts or listening to a video clip professions and careers I can:

	<ul style="list-style-type: none"> a. Identify key words and phrases. b. Understand the main idea. c. Figure out the meaning of a few unfamiliar words when they are defined in the target language or when an example is given. d. Determine which skills are similar and different for various careers
<p>Interpersonal</p>	<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"> a. Job skills b. Future plans c. Career preferences d. School subjects and how they relate to the job market ● I can ask for clarification when I don't understand the requirements for a specific job/profession. ● I can talk with someone about my dream job/profession ● I can state the skills needed to succeed in a given job/profession ● I can initiate a conversation about careers and I can exchange views and opinions about my favorite professions and how they compete in the job market ● I can identify professionals in my community and discuss their roles.
<p>Presentational</p>	<ul style="list-style-type: none"> ● I can describe my favorite job/profession in terms of educational requirements, personality, skills and accomplishments orally, in writing, or through simulation. ● I can present a resume describing my skills, experience, accomplishments, background and education. ● I can express opinions about different professions (the pros and cons)
<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 for/Giving information ● Describing preferences ● Explaining preferences ● Narrating ● Comparing/contrasting ● Expressing how likes and interests will influence job choices. ● Expressing what you would do in a given situation. ● Comparing personality traits to jobs. ● Naming and describing various professions and trades ● Comparing and contrasting aspects of professions and trades ● Describing careers ● Discussing hypothetical situations and events that depend on other events ● Expressing uncertainty, indefiniteness, condition and intentent 	<ul style="list-style-type: none"> ● The Present Perfect and Past Participle <ul style="list-style-type: none"> ○ Present tense: Haber ○ Regular endings of ar - er - ir: ado, ido. ○ Irregular endings: to - so - cho ● Italian: Passato prossimo ● regular endings ● irregular endings ● -sc verbs <p>Passato prossimo vs imperfetto</p>
<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> ● La Economía y el trabajo: Descubre 3 p. 282 ● Education ● Personal Identification: Responsibilities ● Descriptive Adjectives: professional qualities ● WEIRDO expressions 	<ul style="list-style-type: none"> ●

Instructional Activities

Key Learning Activities	Mode of Communication
<p>Article: Un dia en la vida de un arqueologo https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281096094/a/70/38/56-elsol5-p14-mgm-620736.pdf</p> <p>Article: I giovani e il lavoro https://www.corriere.it/cronache/18_gennaio_13/lavoro-italia-giovani-tutti-neri-infografica-1acb4dd4-f8b1-11e7-b497-894846c7f2f7.shtml</p>	Interpretive
<p>Article: ¿Estudias o trabajas? https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281084874/a/58/dc/67-el-sol-6-p10-11-mgm-585859.pdf</p> <p>Infographic: Studio o lavoro http://www.romaperilgiubileo.gov.it/cms/it/dettaglio_news5c67.html?contentId=NWS24930</p>	Interpretive
<p>Audio: Conoce a...el jefe de Marvel https://d3ddkgxe55ca6c.cloudfront.net/assets/t1499694487/a/2c/c2/02elsolcd1-mgm-1646862.mp3</p> <p>Handout: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1504194944/a/11/e3/el-sol-la-issue1-final-1663170.pdf</p>	Interpretive
<p>Infographic: Profesionnes con futuro https://i.pinimg.com/564x/48/55/2b/48552b6870aa773156b041b699a998b7.jpg</p> <p>Article: il lavoro in dieci anni https://www.impresamia.com/lavoro-ecco-il-lavoro-che-ci-aspeta-italia-tra-5-anni-milano-il-23-marzo-le-professionni-del-futuro-levoluzione-del-mercato-del-lavoro-nei-prossimi-5-anni-italia-trend-e-inno/</p>	Interpretive
<p>YouTube Video: Top 10 Carreras Universitarias MEJOR PAGADAS y Con Futuro En El Mundo 2018 https://www.youtube.com/watch?v=nsFoEJ_b0A</p> <p>YouTube Video: https://www.youtube.com/watch?v=oltYP-5JxsE</p>	Interpretive
<p>YouTube Video: FAFSA PSA Univision https://www.youtube.com/watch?v=DjROB3xp25k</p>	Interpretive
<p>Make a list of people and their personality traits and the jobs that would be best suited to those people.</p>	Presentational
<p>Make a list of professions that you would like to do and not like to do.</p>	Presentational
<p>Oral Activity: State how you would be different from your parents.</p>	Presentational
<p>Mini-Project: Create a time capsule with a letter to yourself about what your life will be like 10 years from now.</p>	Presentational
<p>Oral Activity: Preparing for a job interview.</p>	Interpersonal
<p>Reading Comprehension: After reading <i>¿Cuánto valdrás?</i>, play the role of the son as he rejects his father’s offer to inherit the family business. Say why he does not want to be in charge of the coffee plantation and instead wants to work as a marine biologist. Prepare a skit that you and a partner will act out in class: “L’impiegato e il cliente fastidioso”</p>	Presentational
<p>Reading Comprehension: Read short story: “Don Peppone” from <i>Raccontini Simpatici</i> (Suggested activities: vocabulary list and quiz, retell/reenact story, etc.) Reading Comprehension: “Il cliente ha sempre ragione”</p>	Interpretive-Presentational

Writing Activity: Create a 10 year plan for how you will work toward a given profession. Include high school, college and professional topics.	Presentational
Picture prompts with professions/trades	Interpretive
Research Project: choose a job you would like to do and research how to get there (schooling), then complete a mock resume for use in performance task	Presentational
Listening activities with what jobs people do	Interpretive
Read/write job advertisements and ask/answer related questions www.ziprecruiter.com https://www.computrabajo.com.mx/	Interpretive
Speaking Activity: Teacher led discussion comparing and contrasting various professions/trades in America and Target cultures (Example: barista as summer job in America versus profession in Target Culture)	Interpersonal
Conjugation games (ex: pass the ball, dice game for irregulars)	
Oral Activity: describe picture prompts for progressive tenses	
Reading Comprehension: Textbook reading and/or current event related to Italian work (ex: concorsi.it) world and economy (related discussion could include: availability of employment in North/South, current state of economy, job choices, etc).	Interpretive
Do Now Reading Comprehension: Shakira como consejera de educación hispana en EU https://www.vanidades.com/videos/shakira-consejera-educacion-hispana-eu/ Italian: Gli Italiani a lavoro Sentieri pg. 390	Interpretive
Formative Assessment & Check Points	Mode of Communication
Ongoing formative assessments regarding descriptions and professions	
Matching descriptions of people to job possibilities	Interpretive
Write a letter about why you would be the right person for a job	Presentational
Quizzes on subjunctive mood formation	
Speaking assessments in which students say what they would do in a specific job	Interpretive - Presentational
Listening comprehension quiz (“which profession/trade is being described?”)	Interpretive
Speaking prompt (describe the profession/trade of the person in the picture- ex Who am I?, Where do I work, What am I doing?)	Interpersonal - Presentational
Writing prompt based on culture	Interpersonal - Presentational
Writing Activity: Write a cover letter and CV.	Presentational
Resources	Technology Integration
<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 3 ● Sentieri 3 ● Mary Glasgow Magazines & Website ● Infographic ● Vanidades Magazine ● Buzzfeed ● immagina 	<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Webquest ● Vimeo ● List of useful websites for world language teachers

	<ul style="list-style-type: none"> ● http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/ ● WordReference.com: http://www.wordreference.com/ ● https://todaysmeet.com/ ● http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jek&wcsuffix=0001 ● https://conjuguemos.com/ ● http://www.bbc.co.uk/mundo/ ● http://www.practicaespanol.com/ ● http://www.rtve.es/ ● http://www.univision.com/ ● http://www.peopleenespanol.com/ ● http://www.20minutos.com/ ● www.ziprecruiter.com ● https://www.computrabajo.com.mx/
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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 3 Honors	Performance Range	Intermediate Low
Grade(s)	9-12	Curricular Theme	Global Challenges - Family and Communities - Contemporary Life
Unit Title	Gastronomy & Celebrations		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • How do I prepare for celebrations? • How do people in Spanish-speaking countries and in the different regions of Italy prepare for celebrations? • What are the similarities and differences between Latin American and American celebrations? • In what ways can traditions and celebrations bring people together? • Are traditions timeless? Or do they really change over the years?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Celebrations are a unique reflection of one's culture • Gastronomy is a unique reflection of cultural celebrations • Cooking plays a central role in celebrations.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

Interpersonal (Strand B Indicators)

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
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7.1.II.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.II.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.II.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.II.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational (Strand C Indicators)

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

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> • Choosing the important details. Lectura: http://klett.hu/download/colegas_web.pdf • Los Churros con Chocolate: http://docenti.unimc.it/raquel.garciaprieto/teaching/2015/2000004105/files/scienze-del-turismo-beni-culturali/texto-churros https://www.abc.es/madrid/20150913/abci-comercios-ocolateria-sangines-201509111135.html Italian: La Pizza Napoletana http://www.lastampa.it/2017/12/07/societa/larte-del-pizzaiolo-napoletano-diventa-patrimonio-dellumanit-AuGPBsX7VwnXyvfGeqrxSI/pagina.html http://www.metropolisweb.it/metropolisweb/2018/05/05/museo-della-pizza-ny-soppia-la-protesta-la-guerra-provinciale-dei-pizzaioli-napolitani/ 	<ul style="list-style-type: none"> • Write an invitation to a friend or family member to attend a celebration • Using a graphic organizer, explain to a classmate cultural similarities and differences. 	<ul style="list-style-type: none"> • Create a skit discussing the last holiday they celebrated. Work in a group to present a selected skit to the whole class. • Create and present a greeting card in the target language. • Create and present a plan for a culturally authentic holiday party. • Prepare a culturally authentic holiday dish/poem/song to share with the class.

	<p>teacher will develop questioning in order to assess understanding of materials</p> <p>Gastronomía Peruana: http://schoolofspanish.midcreate.net/teachingspanish/wp-content/uploads/2017/07/MISTURA-y-la-comida-peruana.pdf</p> <p>Italian: movimento slow food https://winenews.it/it/slow-food-italia-dal-presidente-a-7-militanti-del-comitato-esecutivo-come-massimo-bernacchini_369566/</p> <p>- Slow food article - Immagina pg. 158</p>		
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Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> ● I can listen to a video clip that contains information about celebrations(personal and cultural) and : <ul style="list-style-type: none"> a. Identify key words and phrases. b. Determine how the celebrations are similar to and different from those in my culture. When reading short texts dealing with celebrations (personal and cultural) I can: <ul style="list-style-type: none"> a. Identify key words and phrases. b. Determine how the celebrations are similar to and different from those in my culture ● I can listen to a short authentic video clip that contains information about celebrations of events I can: <ul style="list-style-type: none"> a. Identify the main idea. b. Recognize other key ideas. When reading short authentic texts dealing with celebrations of events I can: <ul style="list-style-type: none"> a. Identify the main idea. b. Recognize other key ideas
Interpersonal	<ul style="list-style-type: none"> ● I can give directions for participating in a cultural activity (e.g. how to perform a dance, how to play a game, how to prepare a meal) and I can answer questions from my classmates and members of the target culture when they don't understand my directions. ● I can follow directions for participating in a cultural (e.g. how to perform a dance, how to play a game, how to prepare a meal) ● I can ask classmates and others simple questions related to a celebration using digital tools and face-to-face communication. ● I can answer simple questions related to a celebration event using digital tools and face-to-face communication.

	<ul style="list-style-type: none"> ● I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that’s interesting, really? that’s nice). ● I can ask for clarification when I don’t understand something (e.g. please repeat, I don’t understand, did you say)
<p>Presentational</p>	<ul style="list-style-type: none"> ● I can create a multimedia presentation in which I recombine words, phrases and sentences to compare and contrast a celebration (personal and cultural) in the US culture and in a Spanish-speaking country.
<p>Supporting Functions Students will be able to:</p>	<p>Supporting Structures/Patterns Students will know:</p>
<ul style="list-style-type: none"> ● Asking for/Giving information and make requests ● Describing food, festivals, and holidays in target cultures ● Explaining preferences ● Narrating: how to, family tradition/celebration ● Comparing/contrasting ● Expressing preferences towards food and celebrations ● Expressing what you would do in a given situation ● Comparing US and target culture celebrations ● Naming and describing food/celebrations ● Discussing hypothetical situations and events that depend on other events ● Expressing intent towards a celebration ● Demonstrating comprehension of short conversations and brief messages dealing with celebration within the target culture(s). ● Identifying the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials dealing with celebrations within the target culture(s). ● Using digital tools to ask and answer questions related to celebrations ● Preparing for parties/celebrations (go food shopping in a Spanish-speaking supermarket, prepare food) ● Recombining basic information at the word and sentence level to create a multimedia presentation that compares and contrasts celebration event(s) in the home and target culture(s). 	<ul style="list-style-type: none"> ● The Present of the Subjunctive mood ● also introduce the conditional in Italian (mi piacerebbe che tu studi per l’esame <ol style="list-style-type: none"> 1. Regular, spelling change & stem-changing conjugations: *go verbs, vowel cer-cir, consonant cer-cir, etc... 2. Uses of the subjunctive: WEIRDO <ul style="list-style-type: none"> ○ Wish and Want ○ Emotion ○ Impersonal expressions ○ Recommendations ○ Doubt and negation ○ Ojalá ● Italian: <ul style="list-style-type: none"> - Doubt - Wishes/orders - Impersonal statements - direct effect - Fixed expressions - Che... - Se + conditional ● Irregular conjugations: DISHES <ul style="list-style-type: none"> ○ Dar ○ Ir ○ Ser ○ Haber ○ Estar ○ Saber <p>Italian: Essere: Regular = Si-; For <i>noi</i> & <i>voi</i> = S- (For example, “Io sia”, “Noi siamo”)</p> <ul style="list-style-type: none"> ● Stare: Regular = Sti-; For <i>noi</i> & <i>voi</i> = St- (For example, “Lui stia”, “Loro stiano”) ● Avere: Regular = Abbi-; For <i>noi</i> & <i>voi</i> = Abb- (For example, “Tu abbia”, “Voi abbiate”) ● Andare: Regular = Vad-; For <i>noi</i> & <i>voi</i> = And- (For example, “Io vada”, “Noi andiamo”) ● Dovere: Regular = Debb-; For <i>noi</i> & <i>voi</i> = Dobb- (For example, “Lei debba”, “Voi dobbiate”) ● Fare: This verb acts like an -ere verb. Regular = Facci-; For <i>noi</i> & <i>voi</i>= Facc- (For example, “Tu faccia”, “Noi facciamo”)

	<ul style="list-style-type: none"> ● Indicative vs. Subjunctive (creo que/es cierto que) (certo che/penso che) ● Por vs Para: <ul style="list-style-type: none"> ○ PERFECTO vs ATTRACTED (suggested) ● Direct Object Pronouns - Indirect Object Pronouns
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● Food ● Festivals ● Holidays ● Celebrations 	<ul style="list-style-type: none"> ● Countries ● Gifts
Instructional Activities	
Key Learning Activities	Mode of Communication
<p>Discuss: Las Fallas, San Fermín, La Tomatina, Día de los Muertos, Semana Santa, El año viejo (Ecuador), Carnaval, Los Reyes Magos, Cinco de Mayo, Bolas de Fuego (El Salvador)</p> <p>Italian: Epifanía (Befana,) Pasqua (Pasquetta), Anniversario della liberazione, Festa del Lavoro, Festa della repubblica, Ferragosto, Tutti i santi, Immacolata concezione, Natale, Santo Stefano</p>	
<p>Infographic: El día de los inocentes https://i.pinimg.com/564x/07/81/89/0781898f8ffdce7d5ffcc7422cdcc671.jpg</p> <p>Italian: Natale sui social article/Infographic http://www.eimag.it/natale-2017-per-8-italiani-10-si-vivra-sui-social-media/</p>	Interpretive
<p>Article: Los San Fermínes https://d3ddkgxe55ca6c.cloudfront.net/assets/t1432809244/a/60/d8/ahora5-p12-13-mgm-1360696.pdf</p>	Interpretive
<p>Do Now Article: Cinco de Mayo & La Guerra del Merengue https://d3ddkgxe55ca6c.cloudfront.net/assets/t1432809244/a/e8/66/ahora5-p2-3-mgm-1360717.pdf</p> <p>Italian: Il carnevale di Venezia https://evenice.it/venezia/storie-tradizioni/breve-storia-del-carnevale-venezia</p>	Interpretive
<p>Video: UN VIAJE A COSTA RICA: POR vs PARA https://commongroundinternational.com/learn-spanish/spanish-teacher-free-tools/por-vs-para-class-activity/video-and-lesson/</p>	Interpretive
Speaking Task: Discuss preparations for a family celebration.	Interpersonal
Speaking Task: Speak with a restaurant owner and make reservations for a party	Interpersonal
Speaking Task: Engage in a conversation inviting friends and family members to a party.	Interpersonal
Oral Presentation: Explain to class which gifts you are hoping to receive	Presentational
Oral Presentation: narrate details of a party to a friend who was not able to attend	Presentational
Oral Presentation: Compare and contrast cultural customs and celebrations in target language country and US using a graphic organizer	Presentational

<p>Reading Comprehension: Oda a las papas fritas de Pablo Neruda www.poesi.as/pn59132.htm Italian: Ode alla pizza http://www.larecherche.it/testo.asp?id=36480&Tabella=Poesia</p>	<p>Interpretive</p>
<p>Writing Activity: write an ode to your favorite food</p>	<p>Presentational</p>
<p>Formative Assessment & Check Points</p>	<p>Mode of Communication</p>
<p>Ongoing formative assessments regarding descriptions and professions</p>	
<p>Quizzes on subjunctive mood formation</p>	
<p>Matching descriptions of people to job possibilities</p>	<p>Interpretive</p>
<p>Oral assessment in which students narrate their favorite family tradition</p>	<p>Presentational</p>
<p>Listening comprehension quiz (celebration description)</p>	<p>Interpretive</p>
<p>Speaking prompt based on picture prompts</p>	<p>Interpersonal - Presentational</p>
<p>Writing prompt based on culture</p>	<p>Interpersonal - Presentational</p>
<p>Daily written/verbal check-ins</p>	
<p>Group conversations and activities</p>	
<p>Online activities</p>	
<p>Think-Pair-Share, 3-2-1 Reflections, 2 Stars and a wish, and Exit Ticket</p>	
<p>Speaking/Writing Task: Create a restaurant review for a local restaurant</p>	<p>Presentational</p>
<p>Resources</p> <p><i>Essential materials, supplementary materials, links to best practices</i></p>	<p>Technology Integration</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 3 ● Sentieri 3 ● Mary Glasgow Magazines & Website ● Infographic ● Vanidades Magazine ● BuzzFeed ● Common Ground ● tedList ● immagina 	<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Webquest ● Vimeo ● List of useful websites for world language teachers ● http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/ ● WordReference.com: http://www.wordreference.com/ ● https://todaysmeet.com/ ● http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jek&wcsuffix=0001 ● https://conjuguemos.com/ ● http://www.bbc.co.uk/mundo/ ● http://www.practicaespanol.com/ ● http://www.rtve.es/ ● http://www.univision.com/ ● http://www.peopleenespanol.com/ ● http://www.20minutos.com/ ● www.ziprecruiter.com ● https://www.computrabajo.com.mx/

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 3 Honors	Performance Range	Intermediate Low
Grade(s)	9-12	Curricular Theme	Science and Technology - Global Challenges
Unit Title	Technology		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What impact does technology have on my life every day? • Does technology have a positive or negative influence on our lives? • What are the global issues of the 21st Century? • What role does technology play in our lives? • In what ways do you use technology on a daily basis?
Enduring Understanding(s)	<ul style="list-style-type: none"> • A person cannot get through a day without interacting with technology. The impact of technology is far reaching. Technology allows us to connect with people around the globe, in ways previously impossible, and broaden our understanding of other cultures.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

Interpersonal (Strand B Indicators)

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

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

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<p>You have had several headaches in the past month and the doctor has mentioned his concern about your cell phone usage. Read or listen to an article based on the effects of too much cell phone usage to prepare for various interpretive tasks:</p> <ul style="list-style-type: none"> ● Watch the video On “Nomofobia” - the fear of not having your cell phone and respond to questions based on the video. La Nomofobia https://www.youtube.com/watch?v=wLN2zFgawPs ● Italian: https://www.youtube.com/watch?v=Ne7dM9sWJnk ● Estres Digital: Tips para desintoxicarte https://i.pinimg.com/originals/17/4e/d5/174ed586ebc39035d0d13930a3cabe0e.jpg ● Italian: ● https://www.youtube.com/watch?v=Qn2eZQ5NmXI 	<ul style="list-style-type: none"> ● Formulate questions to interview a classmate to discuss personal cell phone usage and opine on: the importance of a mobile phone in their lives, talk about how often it is used and how life would be different without a mobile phone. ● Engage in a debate to discuss the pros and cons of students using a mobile phone while in school. 	<ul style="list-style-type: none"> ● Create your own futuristic society! This can be an urban, suburban or rural environment. The project will consist of the following components: <ul style="list-style-type: none"> ● Poster (physical or “virtual”) with labeled, visual depictions of at least 5 advanced technologies ● A 4-6 minute oral presentation that uses the the grammar required to describe the scene, the benefits and/or disadvantages of the technologies pictured and the ethical responsibilities of all citizens of that society, and your particular role in that society of the future. ● A written script for your oral presentation

Toolbox & Core Content	
Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> ● I can listen to a video clip that contains information about topics of study (personal and cultural) and : <ul style="list-style-type: none"> a. Identify key words and phrases. b. Determine how the celebrations are similar to and different from those in my culture. When reading short texts dealing with celebrations (personal and cultural) I can: ● I can listen to a short authentic video clip that contains information about topics of study of events I can: <ul style="list-style-type: none"> ○ a. Identify the main idea. ○ b. Recognize other key ideas. ● When reading short authentic texts dealing with celebrations of events I can: <ul style="list-style-type: none"> ○ a. Identify the main idea. ○ b. Recognize other key ideas.
Interpersonal	<ul style="list-style-type: none"> ● I can give directions for participating in a cultural activity ● I can answer questions from my classmates and members of the target culture when they don't understand my directions. ● I can follow directions for participating in a cultural ● I can ask classmates and others simple questions related to a celebration using digital tools and face-to-face communication. ● I can answer simple questions related to a celebration event using digital tools and face-to-face communication. ● I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really? that's nice). ● I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say)
Presentational	<ul style="list-style-type: none"> ● I can predict accomplishments ● I can talk about future plans ● I can express cause and effect ● I can offer and support a point of view ● I can evaluate intention and purpose ● I can discuss jobs and goals ● I can talk about future career plans ● I can narrate past experiences ● I can rank my qualifications for different positions ● I can persuade an employer that I am the best candidate for a job ● I can describe the problems of today's world and offer solutions
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/contrasting websites English vs Target Culture ● Describing ● Evaluating ● Expressing likes/dislikes/preferences, opinions, how often ● Identifying vocabulary ● Recounting experiences/events using preterit and imperfect ● Reporting ● Summarizing ● Expressing interest/lack of interest/indifference or boredom ● Speculating on the future 	<ul style="list-style-type: none"> ● Future Tense: Ar, Er, Ir verbs and Irregulars ● Conditional ● Future Perfect: Haber <ul style="list-style-type: none"> ○ Uses for Supposition & Prediction ○ Time expressions ● Futuro italian

<ul style="list-style-type: none"> Talking about the future and technology Making predictions Reflecting on ethics of technology 	
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> Technology (Descubre 3 p. 244) 	<ul style="list-style-type: none"> BulletheadList
Instructional Activities	
Key Learning Activities	Mode of Communication
Key Word recognition	
Speaking Activity: Discuss the main idea from different types of readings ie. article, infographic	Interpersonal
Supporting Details	interpretive
Guessing meaning from Context	Interpretive
Comparing Cultural Perspectives	interpretive
Speaking Activity: Students choose images they have stored on their phones or through social media to share a story/event/series of events, using the imperfect and preterite tenses/Passato prossimo to retell the events to the class.	Presentational
Dialogues with classmates about technology	Interpersonal
Speaking Activity: Compare/Contrast-- Explore the Spanish language/Italian language versions of websites they visit often and compare them to the English language version of the website.	Interpretive-Interpersonal
Think-Pair-Share ideas about technological advances	Interpretive-Interpersonal
Philosophical Chairs Activity: Agree or Disagree –“ Continued advances in technology will only improve the world.”	
Online research for mobile phone usage	Interpretive
<p>Article: BBC mundo ¿Cómo era la vida antes de que existiera Google? https://www.bbc.com/mundo/noticias-44910625</p> <p>Italian: come era la vita prima dell'internet https://www.tpi.it/2017/03/19/comera-vita-quotidiana-prima-internet/ http://www.astronomy2009.it/comera-la-vita-internet/</p>	Interpretive
Reflection: What ethics involved in the video? How does this video compare to technology in society today? The gap that has been created by technology between older generations and new generations.	Interpretive - Interpersonal
Answer comprehension questions	Interpretive
Identify grammar in context	Interpretive
<p>Article: La tecnología ¿la usas o te usa? https://d3ddkgxe55ca6c.cloudfront.net/assets/t1397126394/a/c2/2a/elsol4-p06-p07-12-1211903.pdf</p> <p>Italian: Vantaggi e svantaggi della tecnologia nella scuola http://www.lezioneonline.com/vantaggi-e-svantaggi-della-tecnologia-nello-studio/</p>	Interpretive

<p>Speaking Activity: Picture Prompt https://i.pinimg.com/564x/17/3a/29/173a293dc41885ff2c67d5bb7121f1ad.jpg Use same prompt for Italian just change title</p>	<p>Interpersonal</p>
<p>YouTube Video: Abuelos y nietos https://www.youtube.com/watch?v=EKW9dXuWPXk Article- Italian: i genitori e la tecnologia http://www.ansa.it/lifestyle/notizie/societa/famiglia/2015/06/04/genitori-e-tecnologia-i-5-consigli-di-tata-francesca_17fa9d08-84c6-47b3-a87d-49a0137d3cc9.html</p>	<p>Interpretive</p>
<p>YouTube Video: Telefonica Publicidad Abuela https://www.youtube.com/watch?v=xozKntDLqzY Italian: rendere il telefonino piu semplice https://www.youtube.com/watch?v=DJ_-3YHwMkw</p>	<p>Interpretive</p>
<p>Infographic: La tecnologia y los jovenes https://d3ddkgxe55ca6c.cloudfront.net/assets/t1432912154/a/ed/08/ahora4-p16-mgm-1361166.pdf Italian: La famiglia e la tecnologia https://www.pinterest.it/pin/436075176396899252/?autologin=true</p>	<p>Interpretive</p>
<p>Formative Assessment & Check Points</p>	<p>Mode of Communication</p>
<p>Daily written/verbal check-ins</p>	
<p>Group conversations and activities</p>	
<p>Online activities</p>	
<p>Think-Pair-Share, 3-2-1 Reflections, 2 Stars and a wish, and Exit Ticket</p>	<p>Interpersonal</p>
<p>YouTube Video: La nomofobia https://www.youtube.com/watch?v=wLN2zFgawPs ● https://www.youtube.com/watch?v=Ne7dM9sWJnk</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 3 ● Sentieri 3 ● Mary Glasgow Magazines & Website ● Infographic ● BBC Mundo ● tedList 	<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Webquest ● Vimeo ● List of useful websites for world language teachers ● http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/ ● WordReference.com: http://www.wordreference.com/ ● https://todaysmeet.com/ ● http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jek&wcsuffix=0001 ● https://conjuguemos.com/

	<ul style="list-style-type: none"> • http://www.bbc.co.uk/mundo/ • http://www.practicaespanol.com/ • http://www.rtve.es/ • http://www.univision.com/ • http://www.peopleenespanol.com/ • http://www.20minutos.com/ • https://www.youtube.com/watch?v=wLN2zFgawPs
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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>