

Nutley Public Schools



Department of World Languages

Curriculum Guide

Level 4 Honors – Italian & Spanish

Table of Contents

Table of Contents	2
Department Description	4
Statement of Purpose	4
Philosophy & Approach	5
Mission	5
Acknowledgments	5
New Jersey Student Learning Standard for World Languages	6
Three Strands	6
Proficiency Levels	7
The Role of Grammar in the World Language Class	8
Time as a Critical Component for Developing Language Performance	8
NCSSFL-ACTFL Can-Do Statements	9
How to Use the Can-Do Statements	9
How Not to Use the Can-Do Statements	9
How Stakeholders Use the Can-Do Statements	10
Assessment	11
Formative Assessment	11
Summative Assessment	12
Integrated Performance Assessments (IPAs)	12
Culturally Authentic Materials	13
Grading Policy	13
Meeting the Needs of All Students	15
References	16
Course Description/Summary	17
Unit Contents: Scope & Sequence	18
Unit 1	19
Unit 2	24
Unit 3	29
Unit 4	34

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.

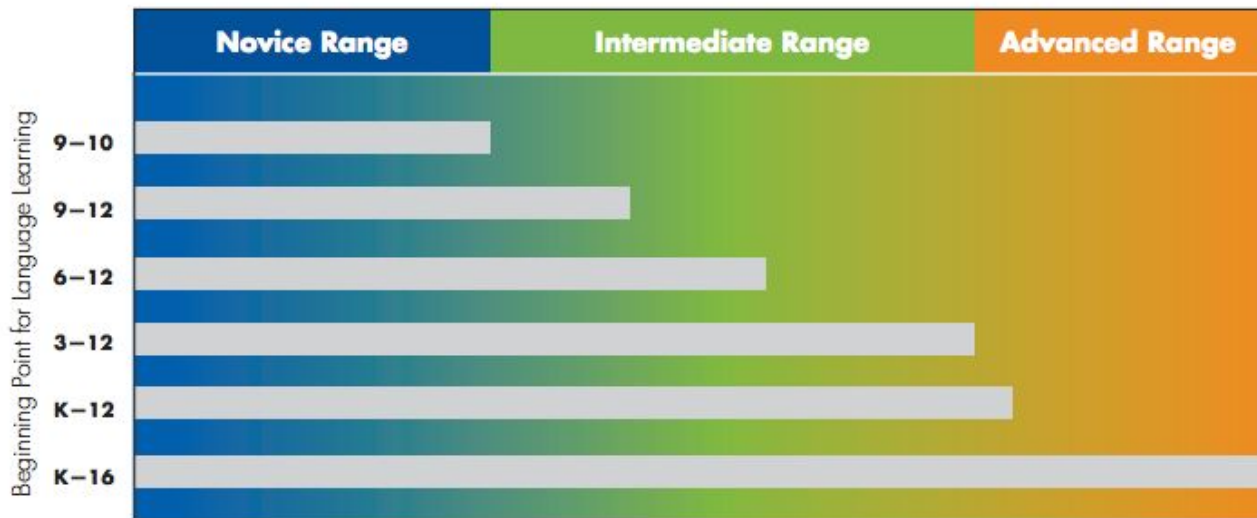
See [New Jersey Student Learning Standard for World Languages](#) for more information.

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

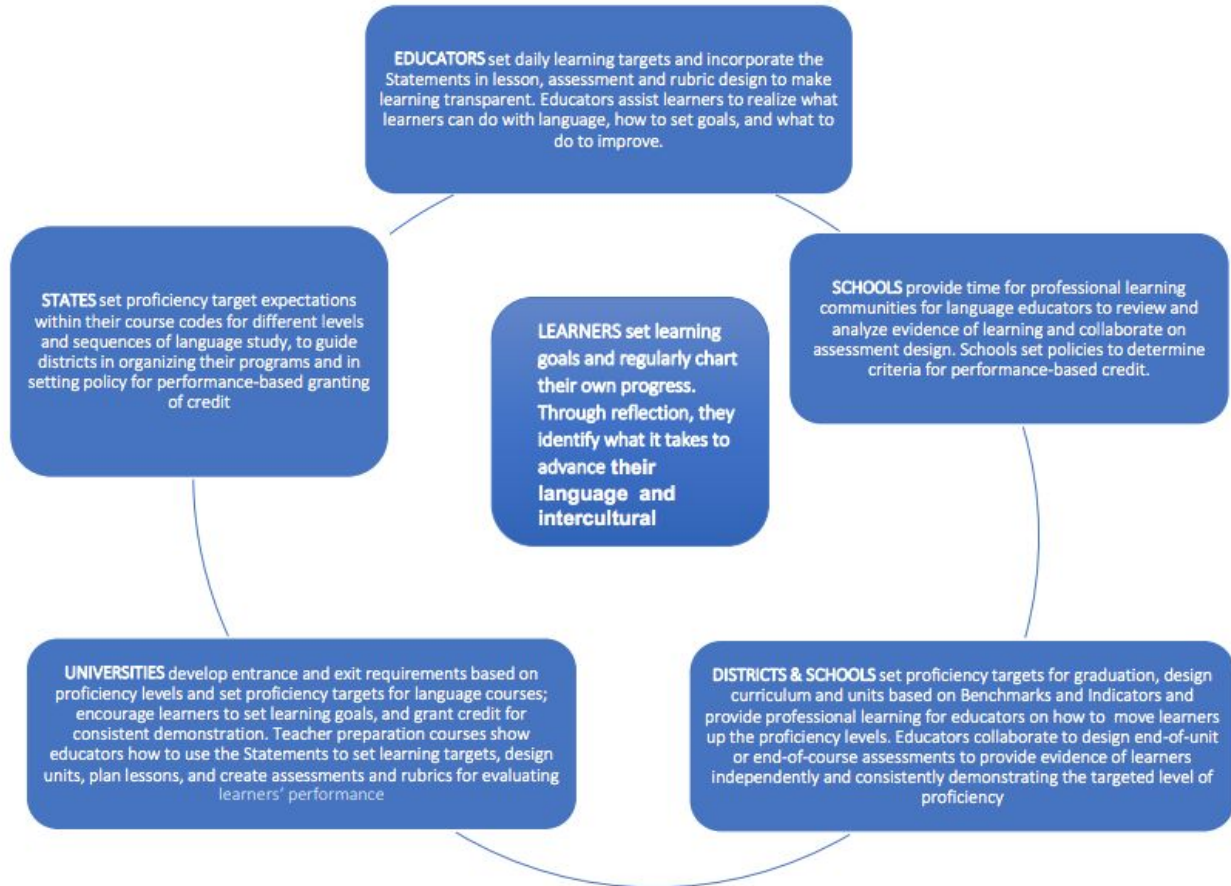
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

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
- Explain their opinion (writing or oral)
- Persuasive essays
- write a summary of a story

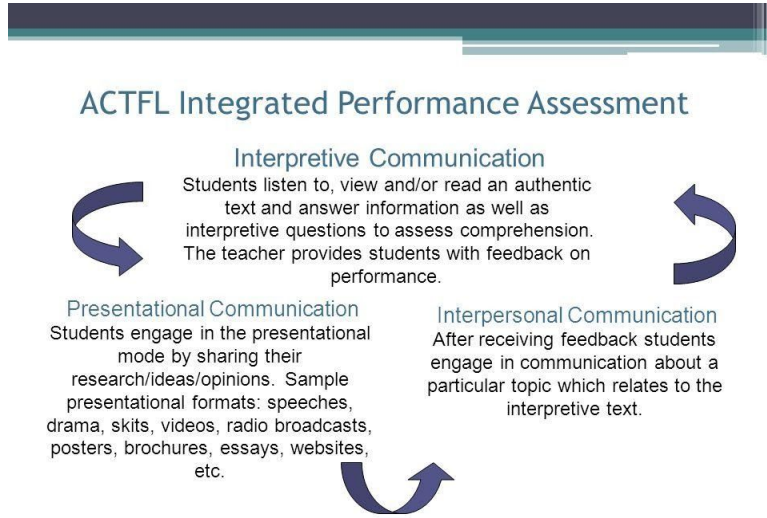
Summative Assessment

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”:

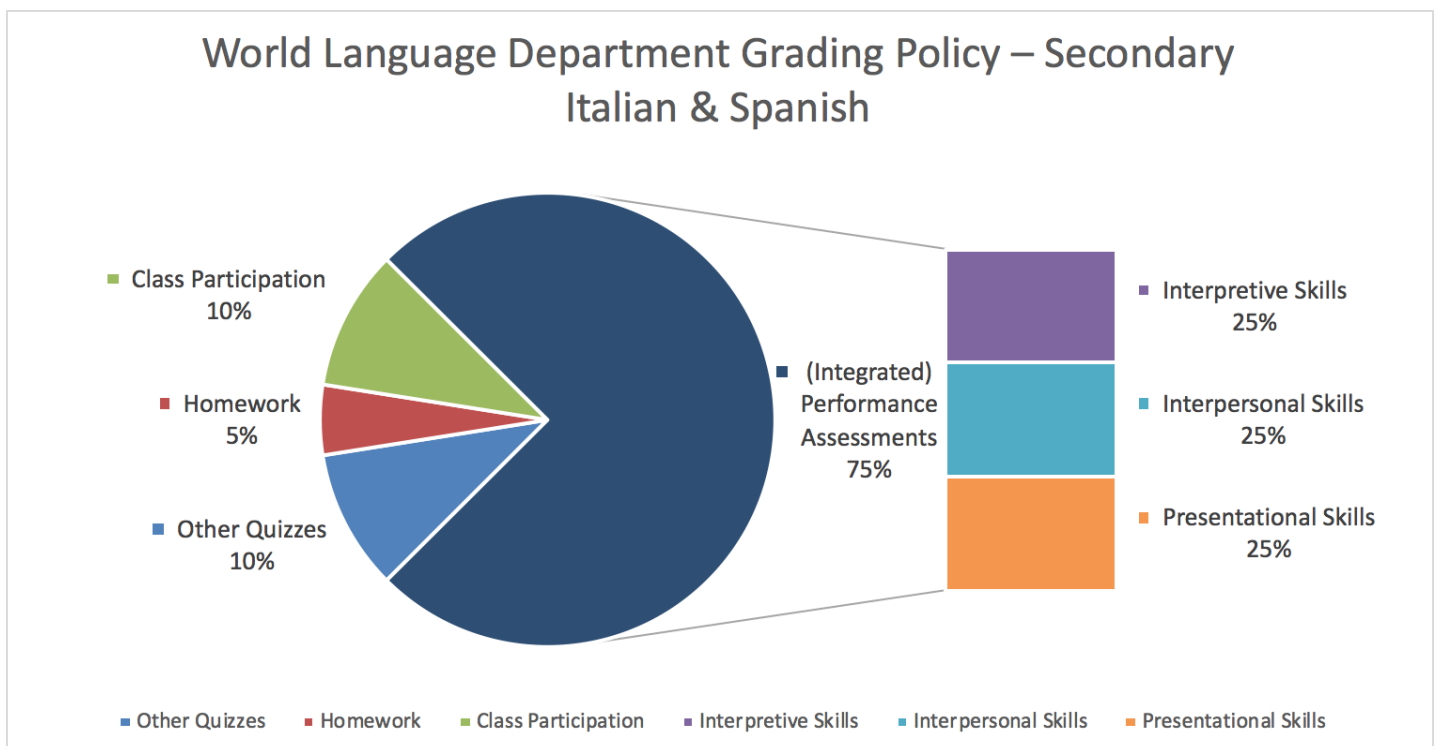
- C** = Context
- A** = Age
- LL** = Linguistic Level
- IT** = Importance of Task

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

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.



Meeting the Needs of All Students

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

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

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

References

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- Clementi, D. & Terrill, L. (2017). *The Keys to planning for learning: Effective curriculum, unit, and lesson design*. Alexandria, VA: Author.
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- Grahn, L, & McAlpine, D. (2017). *The Keys to strategies for language instruction: Engagement, relevance, critical thinking, collaboration*. Alexandria, VA: Author.
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- New Jersey State Department of Education. (1999). [*New Jersey world languages curriculum framework*](#). Trenton, NJ: Author.
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Course Description/Summary

Italian IV Honors is designed for students who want to expand the context for communicative skills from everyday situations to broader topics. At this level of study, students will demonstrate strong communicative ability coupled with accurate skills and good grammatical control. This course is conducted in the target language and students are expected to be able to participate fully in all activities using solely the target language.

It requires students to participate in more demanding speaking and writing activities using the modes of communication specifically designed to increase proficiency in Italian.

Students will read selected literature and other print materials, including electronically-produced text, as the basis for discussion and writing assignments. Films, music, and art are additional sources for examining Italian contributions to culture and civilization.

Successful completion of this course will be measured by authentic daily assessment through performances, journals, oral and written assessments, projects, formal essays, and final exams. Students will perform in the range of Intermediate High to Advanced Low 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 #	Unit Title ↕	Curricular Theme ↕	Beauty and Aesthetics	Contemporary Life	Families and Communities	Global Challenges	Personal and Public Identities	Science and Technology
1								
2								
3								
4								
✓ = 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 4 Honors	Performance Range	Intermediate Mid
Grade(s)	10-12	Curricular Theme	Contemporary Life (Beauty and Aesthetics)
Unit Title	<ul style="list-style-type: none"> • <u>Let's go on a trip!</u> 		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • How do societies and individuals define quality of life? • How is contemporary life influenced by cultural products, practices, and perspectives? • What are the challenges of contemporary life? • How does gender and gender equality play a role in contemporary life?
Enduring Understanding(s)	<ul style="list-style-type: none"> • As we have learned throughout our study of language nothing exists in a vacuum. Everything is relative. • A society is defined by its individuals who are affected by the cultural products that have been created within that society. • Contemporary life is evolving rapidly. • As contemporary life evolves under a global lens, we realize that we are more similar than dissimilar. • Some of the challenges that we encounter are also the things we see as progress.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Interpersonal (Strand B Indicators)	
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

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

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<ul style="list-style-type: none"> ● Students will have to complete objectives by reading directions and hints through google travel ● Students will listen to descriptions of places and instructions in order to complete tasks 	<ul style="list-style-type: none"> ● Students will “act” as travel agent and client. The students will have to have a Q and A in regards to unit topics relating to a specific country or region (art,sport,clothing,music,food,architecture , lodging) given by instructor 	<p>After discovering art, monumental historical references, sports, natural attractions and architectural pieces in different places in the world, students will select a country (spanish) or region (Italian)and will create a presentation about the chosen place (as if they were one of the local tourist guides). They are going to give historical, cultural and meaningful details in their explanation. Students will also interact with the audience (rest of the class/group of tourists) answering questions and promoting their choice.</p>

Toolbox & Core Content

Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> ● I can Usually follow the main story and actions expressed in various times frames in paragraph length text ● I can Usually follow the main story and actions expressed in various times frames in Long and short film ● I can Usually follow the main story and actions expressed in various times frames in Conversations and discussions
Interpersonal	<ul style="list-style-type: none"> ● I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames ● I can interact with others to meet my needs in a variety of situations, sometimes involving a complications, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames ● I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames
Presentational	<ul style="list-style-type: none"> ● I can give a presentation about similarities and differences between gender roles of the Target Culture and my own ● I can write about similarities and differences between gender roles of the Target Culture and my own ● I can compare school or learning environments and curricula to determine what is valued in my own and other cultures ● I can write a comparison of school or learning environments and curricula to determine what is valued in my own and other cultures ● I can present my reactions to a current event and explain its importance
Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<p>Express and support a point of view.</p> <p>Read travel brochures and directions on a map</p> <p>Write a travel blog</p> <p>Talk about their opinions.</p> <p>Present an issue to the class and discuss a solution.</p> <p>Talk about their future travel plans.</p> <p>Discuss different aspects of a culture.</p> <p>Read literature influenced by different cultures.</p> <p>Listen to different music from different regions.</p> <p>Talk about work opportunities</p> <p>Discuss the importance of college (or lack of importance)</p> <p>Express the importance of traveling and learning new cultures.</p>	<p>How to use the present tense, future tense, present perfect tense, conditional, imperfect, conditional and subjunctive moods</p> <p>How to and when to use informal, formal, and nosotros commands.</p> <p>Vocabulary for travel.</p> <p>Vocabulary for cultural events.</p> <p>Why is it important to travel and what can we learn from it</p> <p>Vocabulary related to education and career, holidays and celebrations, housing and shelter, leisure, travel and tourism, mass media, sports and fitness and work.</p>

<ul style="list-style-type: none"> •Discuss possible challenges that society and their own communities face today and will in the future. -Discuss the high rate of unemployment in the target culture and possible reasons and solutions -Discuss Gender Equality and changes in society 	
<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> • Education and Career • Housing and Shelter • Mass Media • Work <ul style="list-style-type: none"> • Sports • Art/Clothing • Music • Gender • Sports 	
<p>Instructional Activities</p>	
<p>Key Learning Activities</p>	<p>Mode of Communication</p>
<p>Students will read a travel brochure and answer questions</p>	<p>Interpretive</p>
<p>Teacher will give students images of different “famous” places and students will have to discuss</p>	<p>Interpersonal</p>
<p>Students complete a skit “the lost Tourist”</p>	<p>Presentational</p>
<p>Students will listen to audio of a family planning a “family reunion trip”</p>	<p>Interpretive</p>
<p>Students will read various authentic texts regarding the topics of the unit</p>	<p>Interpretive</p>
<p>Students will write essays connected to texts/unit lessons</p>	<p>Presentational</p>
<p>Students will write a travel blog</p>	<p>Presentational</p>
<p>Students will briefly discuss “work opportunities”</p>	<p>Interpersonal</p>
<p>Students will conduct an “entrance interview” for a university</p>	<p>Interpersonal</p>
<p>Formative Assessment & Check Points</p>	<p>Mode of Communication</p>
<p>Do now/Exit Ticket</p>	
<p>Quizzes and test on specific vocab or grammatical features</p>	
<p>PowerPoint Presentations</p>	<p>Presentational</p>
<p>Students will create and present a travel brochure</p>	<p>Presentational</p>
<p>Debates</p>	<p>Interpersonal</p>
<p>students will create a travel plan according to specific Interests (art, fashion.sports,architecture, food, natural sites, music)</p>	<p>presentational</p>
<p>Conversation cards</p>	<p>Interpersonal</p>
<p>Dialogues/exchanges</p>	<p>Interpersonal</p>

Readings		Interpretive
Audio		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"> ● Film ● Various Authentic Texts ● EdizioneFarinelli.com ● Imamgina ● Sentiri ● Temas 	<ul style="list-style-type: none"> ● Chromebooks ● SeeSaw ● Google Classroom ● Google apps ● Remind App ● Youtube ● Edmodo ● Kahoot ● The World Press ● WWITV.com ● Corriere.it ● NetFlix 	
21 st Century Life and Career Standards		
<i>The selected standards may apply to this unit of study</i>		
<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 4 Honors	Performance Range	Intermediate Mid
Grade(s)	10-12	Curricular Theme	Families, Communities, and Identities
Unit Title	<u>Society today</u>		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> ● What constitutes a family in different societies? ● How do individuals contribute to the well-being of communities? ● How do the roles that families and communities assume differ in societies around the world? ● How does the notion of extended family differ among cultures? ● How does the economy and infrastructure of the country in question affect the family? ● How has the “traditional” family dynamic changed in the target culture? ● Have these changes been accepted by society at large?
Enduring Understanding(s)	<ul style="list-style-type: none"> ● The makeup of a family is intertwined to the makeup of society and culture. ● The roles of various members of the family are also directly related to the culture. ● The economy and finance affects how the family members support one another.

NJ Student Learning Standards

Interpretive (Strand A Indicators)	
7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Interpersonal (Strand B Indicators)	
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

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

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<p>Students will be given a list of real estate listings which they will have to read and answer questions about</p> <p>Students will watch several clips about the different communities and answer questions</p>	<p>Students will engage in a “role play” exchange in which one student is looking to buy a house in a particular community, while the other student will act as a real estate agent and will answer questions about topics relating to said community</p>	<p>Students will choose one of three types of communities (rural, suburban, urban) and discuss the following topics:</p> <ul style="list-style-type: none"> -gender/gender equality -family life -education -job opportunities -diversity -activities -politics/government structure -population -infrastructure

Toolbox & Core Content

Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> ● I can Usually follow the main story and actions expressed in various times frames in paragraph length text

	<ul style="list-style-type: none"> ● I can Usually follow the main story and actions expressed in various times frames in Long and short film ● I can Usually follow the main story and actions expressed in various times frames in Conversations and discussions
Interpersonal	<ul style="list-style-type: none"> ● I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames ● I can interact with others to meet my needs in a variety of situations, sometimes involving a complications, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames ● I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames
Presentational	<ul style="list-style-type: none"> ● I can present a comparison between the roles of family members in my own and other cultures ● I can write a comparison of the roles of family members in my own and other cultures ● I can present a comparison about family and social events of the Target Culture and my own ● I can write a comparison about family and social events of the Target Culture and my own ● I can present my hypothesis about what the traditional family will look like in future ● I can write my hypothesis about what the traditional family will look like in future
Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> ● Describe how the family structure is affected by religion, belief systems, the economy and societal changes ● Identify the important and key elements of a community. ● Discuss how certain elements differ and how they affect family. ● Describe the importance of a community and how each member’s role is important to either sustaining and/or improving the community. ● Read authentic texts and watch authentic films relating to various elements of the theme and summarize, debate for one side or another, form and explaining an opinion by using information with the given resource and expand upon the topic by finding other resources to support an idea/opinion and share with the class and/or audience. ● Express and support a point of view. ● Talk about their opinions. ● Present an issue to the class and discuss a solution. 	<ul style="list-style-type: none"> ● All related tenses and moods ● When to use the various tenses and moods when writing speaking and speaking about the selected contexts. ● Vocabulary related to family structures, generational relationships, individualism and solidarity, personal relationships, social benefits, urban life, suburban life, rural life and youth culture. ● The various components of the “family” as related to the culture and language of study. ● How the economy, technology, belief systems and religion affect the family and its importance as well as interactions. ● How roles within families differ from culture to culture.
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● Family Structures ● Generational Relationships 	

<ul style="list-style-type: none"> • Individualism and Solidarity • Personal Relationships • Social Benefits • Urban, Suburban, and Rural Life • Youth Culture 	
Instructional Activities	
Key Learning Activities	Mode of Communication
Students will read an add about a community and what it has to offer and answer questions	Interpretive
Teacher will give students images of different communities and students will have to discuss	Interpersonal
Students complete a skit “life in the city”	Presentational
Students will listen to audio of a family crisis due to “identity” changes	Interpretive
Students will read various authentic texts regarding the topics of the unit	Interpretive
Students will write essays connected to texts/unit lessons	Presentational
Students will create the “ideal community”	Presentational
Students will briefly discuss political issues/solutions of different communities	Interpersonal
Students will debate about which community is best using textual references and facts to support opinions	Presentational
Formative Assessment & Check Points	Mode of Communication
Do now/Exit Ticket	
Quizzes and test on specific vocab or grammatical features	
PowerPoint Presentations	Presentational
Students will create and present the ideal community	Presentational
Debates	Interpersonal
Conversation cards	Interpersonal
Dialogues/exchanges	Interpersonal
Readings	Interpretive
Audio	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"> ● Various Film ● Various Authentic Texts ● Immagina ● Sentiri ● Temas 	<ul style="list-style-type: none"> ● Chromebooks ● SeeSaw ● Google Classroom ● Google apps ● Remind App ● Youtube ● Edmodo

	<ul style="list-style-type: none"> ● Kahoot ● The World Press ● WWITV.com ● Corriere.it
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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 4 Honors	Performance Range	Intermediate Mid
Grade(s)	10-12	Curricular Theme	Global Challenges
Unit Title	Emigration past and present		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What political and social issues pose challenges to societies around the world? • What are the origins of those issues? • What are possible solutions to those issues? • How are citizens rights violated and what can be done about it?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Although we originate from different countries and/or societies we all deal with the challenges of unequal living standards, abuses of power, social integration, and discrimination • The origins of these issues are deeply rooted within each country's culture. • In today's political climate these issues have been a source of contention between governments and their citizens

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal (Strand B Indicators)

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

Presentational (Strand C Indicators)

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

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • 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. 	Students will read articles and texts on the current effects of global warming on the environment and migration trends around the world. They will then answer questions on these topics.	Students will participate in a role play exchange in which one student will be seeking citizenship, while the other will ask questions that will ultimately decide if student 1 will be accepted as a citizen.	<ul style="list-style-type: none"> • Identify someone that is an immigrant and interview them. Use the class discussions as a starting point for the questions you want to ask. Summarize the interview in essay format to be submitted for feedback.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> • I can Usually follow the main story and actions expressed in various times frames in paragraph length text • I can Usually follow the main story and actions expressed in various times frames in Long and short film • I can Usually follow the main story and actions expressed in various times frames in Conversations and discussions
Interpersonal	<ul style="list-style-type: none"> • I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames

	<ul style="list-style-type: none"> • I can interact with others to meet my needs in a variety of situations, sometimes involving a complications, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames • I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames
Presentational	<ul style="list-style-type: none"> • I can give a presentation about similarities and differences between another culture’s societal practices and those of my own culture • I can present and my reactions to a current event/challenge and explain what led to the event being news • I can create and present a public service announcement describing a problem and advocating for change • I can write a brief statement outlining the key points of my opinion on topics related to social inequality, immigration, and politics • I can write about similarities and differences between another culture’s societal practices and those of my own
Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> • Describe and provide example for the various global challenges we face today and how they affect and will continue to affect our society. • Make cultural comparisons and describe how the challenges are similar and dissimilar between TL and American cultures. • Read authentic texts And watch authentic film relating to various elements of the theme a summarize, debate for one side or another, form and explaining an opinion by using information with the given resource and expand upon the topic by finding other resources to support an idea/opinion and share with the class and/or audience. • Express and support a point of view. <p>Talk about their opinions.</p> <ul style="list-style-type: none"> • Present an issue to the class and discuss a solution. 	<ul style="list-style-type: none"> • Vocabulary related to the selected contexts • Language features and structure will be infused throughout the instruction treatment of the selected contexts.
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> • · Economy • · Education • · Human Rights • · Migrations and Borders • · Politics 	<ul style="list-style-type: none"> • BulletedList
Instructional Activities	
Key Learning Activities	Mode of Communication
Students will read articles about how global warming and environmental changes are affecting populations and answer questions	Interpretive

Teacher will give students images of different global issues (immigration, natural disasters, political demonstrations) and students will have to discuss	Interpersonal
Students complete a conversation via facetime/seesaw in which one student is family member in the homeland and the other has migrated to a new country/region	Presentational
Students will listen to audio/watch video of conferences on global warming and memoirs/documentary of immigrants	Interpretive
Students will read various authentic texts regarding the topics of the unit	Interpretive
Students will write essays connected to texts/unit lessons	Presentational
Students will write a diary as an immigrant	Presentational
Students will briefly discuss potential solutions to climate change	Interpersonal
Students will debate immigration laws and solutions	Interpersonal
Formative Assessment & Check Points	Mode of Communication
Do now/Exit Ticket	
Quizzes and test on specific vocab or grammatical features	
PowerPoint Presentations	Presentational
Students will create and present a front page of a newspaper, writing different articles about current global events	Presentational
Debates	Interpersonal
Conversation cards	Interpersonal
Dialogues/exchanges	Interpersonal
Readings	Interpretive
Audio	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"> ● Various Film ● Various Authentic Texts ● Sentiri ● Immagina ● Temas 	<ul style="list-style-type: none"> ● Chromebooks ● SeeSaw ● Google Classroom ● Google apps ● Remind App ● Youtube ● Edmodo ● Kahoot ● The World Press ● WWITV.com ● Corriere.it ● NetFlix
21st Century Life and Career Standards	
<i>The selected standards may apply to this unit of study</i>	

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

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

Unit 4

Course Information

Language(s)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Level 4 Honors	Performance Range	Intermediate Mid
Grade(s)	10-12	Curricular Theme	Science, Technology
Unit Title	Let's' Discover		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> ● How do developments in science and technology affect our lives? ● What factors have driven innovation and discovery in the fields of science and technology? ● What role does ethics play in scientific advancement? ● What are the consequences of environmental neglect?
Enduring Understanding(s)	<ul style="list-style-type: none"> ● As we have learned throughout our study of language nothing exist in a vacuum. ● Everything is relative. ● A society is defined by its individuals who are affected by the cultural products that have been created within that society. ● Contemporary life is evolving rapidly. ● As contemporary life evolves under a global lens, we realize that we are more similar than dissimilar. ● Some of the challenges that we encounter are also the things we see as progress.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.

7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Interpersonal (Strand B Indicators)	
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

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

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<p>Students will watch YouTube video that discuss the possibilities of computer functions in the future and answer teacher created questions</p> <p>Students will read an authentic text on robotics and answer questions</p>	<p>Students will have an opinion based discussion on “right vs. Wrong” Students will be given discussion starters or prompts which will steer the conversation in the desired path</p>	<p>Students will work in pairs to prepare a “Podcast” where they will debate the pros and cons of technology and technology use. prompts will be given by teacher as to which topics and technology to discuss (cell phones, medical advancements, cloning, robotics etc.)</p>

Toolbox & Core Content

Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> ● I can Usually follow the main story and actions expressed in various times frames in paragraph length text ● I can Usually follow the main story and actions expressed in various times frames in Long and short film

	<ul style="list-style-type: none"> I can Usually follow the main story and actions expressed in various times frames in Conversations and discussions
Interpersonal	<ul style="list-style-type: none"> I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames I can interact with others to meet my needs in a variety of situations, sometimes involving a complications, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames
Presentational	<ul style="list-style-type: none"> I can present and justify my point of view on current event topics such as recycling, energy, and technological advancement I can write about and justify my point of view on current event topics such as recycling, energy, and technological advancement I can present my hypothesis about the future effects of a scientific advancement and provide supporting information I can write my hypothesis about the future effects of a scientific advancement and provide supporting information
Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> Discuss possible advantages and disadvantages of technology and progress. Form an opinion about the abovementioned and decide if they are for or against and share their conclusion both orally and in writing. Discuss how the Internet has impacted both their personal and academic lives. Read authentic texts and watch authentic film relating to various elements of the theme and summarize, debate for one side or another, form and explaining an opinion by using information with the given resource and expand upon the topic by finding other resources to support an idea/opinion and share with the class and/or audience. 	<ul style="list-style-type: none"> All related tenses and moods When to use the various tenses and moods when writing speaking and speaking about the selected contexts. Vocabulary related to alternative resources, discoveries and inventions, ethics, health and medicine, the internet and its social impact, personal technology and communication. The different types of technology and how they have impacted society. How medicine and health are affected by technology and the upward surge of mankind. The different major opinions regarding ethics and science.
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> Alternative Resources Discoveries and Inventions Environment Health and Medicine The Internet and Its Social Impact Personal Technology and Communication 	
Instructional Activities	
Key Learning Activities	Mode of Communication

Students will read articles on new technological advancements/medical advancements and answer questions	Interpretive
Teacher will give students images of different technology that has a daily use and students will have to discuss	Interpersonal
Students complete a presentation via seesaw in which they will try to sell a new invention	Presentational
Students will listen to audio/watch video of new scientific ideas and or inventions and they will have to answer opinion based questions	Interpretive
Students will read various authentic texts regarding the topics of the unit	Interpretive
Students will write essays connected to texts/unit lessons	Presentational
Students will write an essay -The use of personal devices in the classroom will increase the efficiency of learning and instruction. Conversely, many believe that this will contribute to the depersonalization of a human science—education. What are your thoughts?	Presentational Interpersonal
Students will briefly discuss potential issues and solutions to “too much technology” “big brother”	Interpersonal
Students will debate there they line should be drawn in the use of technology by the government	
Formative Assessment & Check Points	Mode of Communication
Do now/Exit Ticket	
Quizzes and test on specific vocab or grammatical features	
PowerPoint Presentations	Presentational
Debates	Interpersonal
Conversation cards	Interpersonal
Dialogues/exchanges	Interpersonal
Readings	Interpretive
Audio	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"> ● Various Film ● Various Authentic Texts ● Sentiri ● Immagina ● Temas 	<ul style="list-style-type: none"> ● Chromebooks ● SeeSaw ● Google Classroom ● Google apps ● Remind App ● Youtube ● Edmodo ● Kahoot ● The World Press ● WWITV.com ● Corriere.it

- NetFlix

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>