

# Nutley Public Schools



Department of World Languages

Curriculum Guide

Heritage Spanish Entering

## 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 cultures such as: art, music, food and customs.

## **Philosophy & Approach**

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

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

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

## **Mission**

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

## **Acknowledgments**

This curriculum guide was prepared by:

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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.

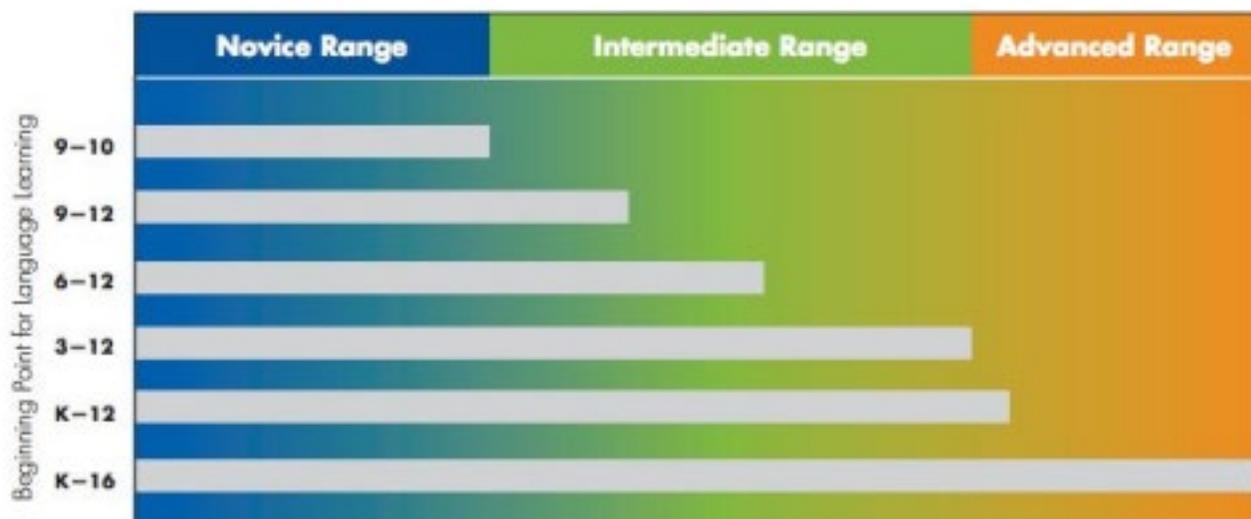
See [New Jersey Student Learning Standard for World Languages](#) for more information.

### 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).

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

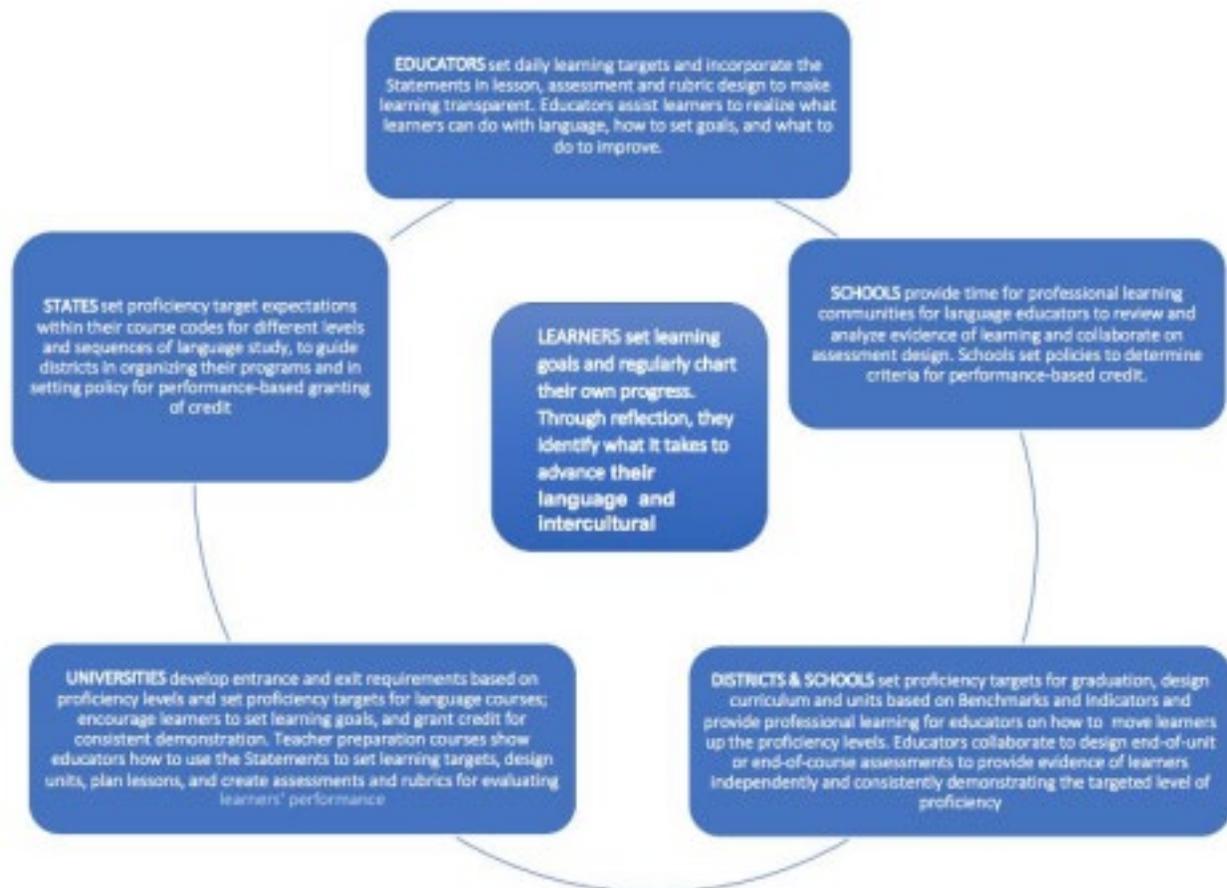
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

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 [NCSSEFL-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.

- 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.

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

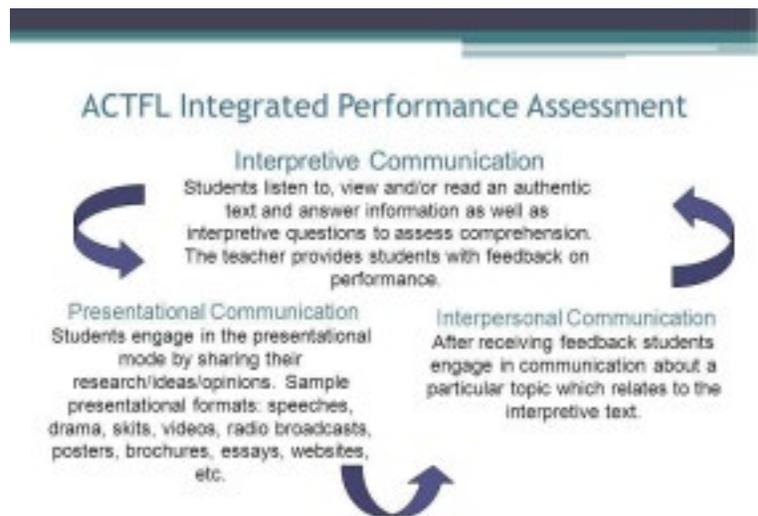
## Summative Assessment

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 = Context  
A = Age  
LL = Linguistic Level  
IT = Importance of Task

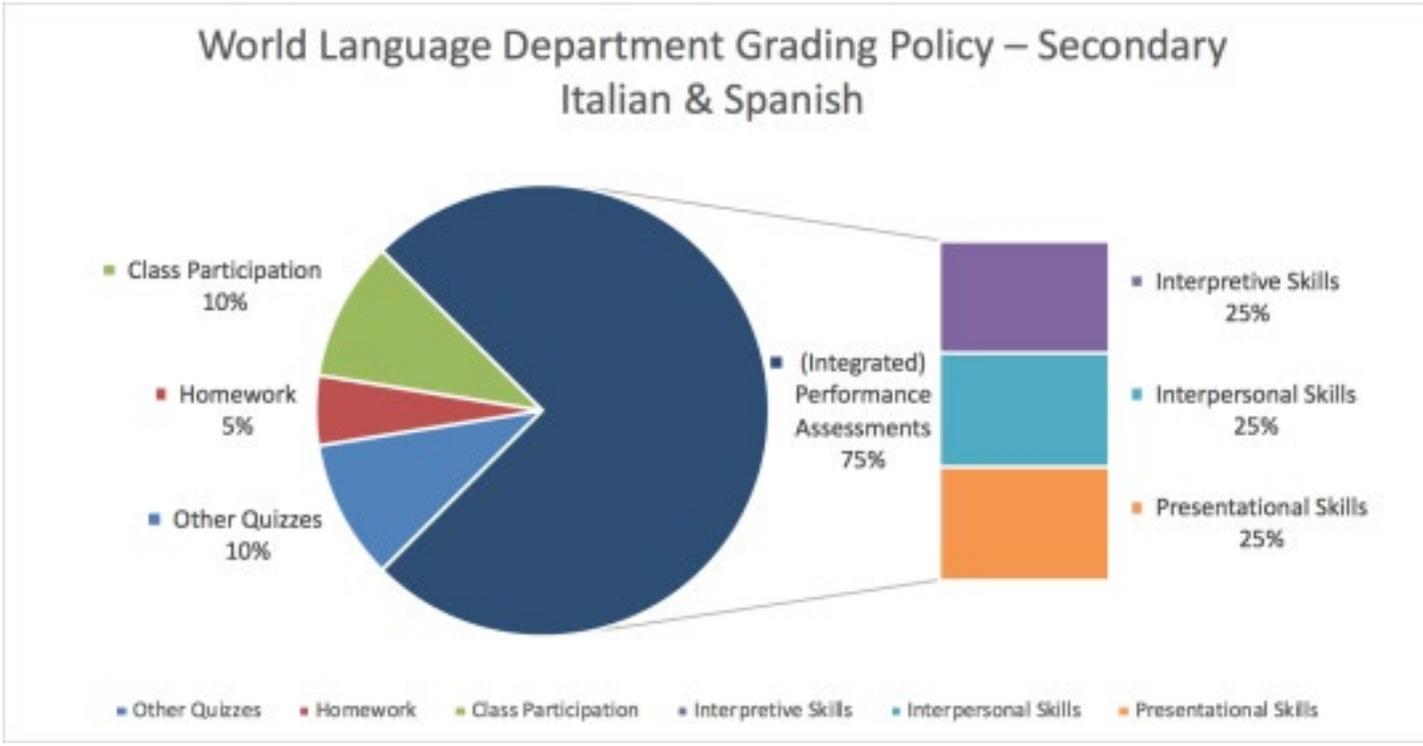
See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

**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.



## 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

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

- Adair-Hauck, B., Glisan, W., & Troyan, Francis J. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: Author.
- American Council on the Teaching of Foreign Languages. (2012a). [\*ACTFL performance descriptors for language learners\*](#). Alexandria, VA: Author.
- American Council on the Teaching of Foreign Languages. (2012b). [\*ACTFL proficiency guidelines 2012\*](#). Alexandria, VA: Author.
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- Grahn, L, & McAlpine, D. (2017). *The Keys to strategies for language instruction: Engagement, relevance, critical thinking, collaboration*. Alexandria, VA: Author.
- New Jersey State Department of Education. (2014). [\*New Jersey Student Learning Standard for World Languages\*](#). Trenton, NJ: Author.
- New Jersey State Department of Education. (1999). [\*New Jersey world languages curriculum framework\*](#). Trenton, NJ: Author.
- Sandrock, P. (2017). *The Keys to assessing language performance: A Teacher's manual for measuring student progress*. Alexandria, VA: Author.

## Course Description/Summary

### Unit Contents: Scope & Sequence

Unit #	Curricular Theme ⇨ Unit Title ↓	Beauty and Aesthetics	Contempor ary Life	Families and Communities	Global Challenges	Personal and Public Identities	Science and Technology
1	Mis amigos y yo	☑	☑	☑			
2	La escuela	☑	☑	☑	☑		☑
3	La comida		☑	☑	☑		
4	Los pasatiempos		☑	☑		☑	☑
<p>☑ = Unit of study addresses curricular theme(s) indicated.</p>							

## Unit 1

### Course Information

<b>Language(s)</b>	Heritage Spanish - Entering	<b>Approximate Unit Length</b>	1 marking period
<b>Level/Grade</b>	Grade 7	<b>Performance Range</b>	Novice Mid

<b>Grade(s)</b>	7	<b>Curricular Theme</b>	
<b>Unit Title</b>	Mis amigos y yo		
<b>Course Focus</b>			
<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>• Which activities do I like to do?</li> <li>• Which activities do my friends like to do?</li> <li>• Which activities are popular in the country(ies) my family comes from?</li> <li>• What do I or my friends like?</li> <li>• What are my friends/family like in a country of family origin?</li> </ul>		
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>• You will meet many new people throughout your life. Some may be similar to you, and some may be different. Sharing your personality, interests and activities will help you connect to new people and with family members in their countries of origin.</li> </ul>		
<b>NJ Student Learning Standards</b>			
<b>Interpretive Mode of Communication</b>			
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.		
<b>Core Idea</b>	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul>		
<b>Interpersonal Mode of Communication</b>			
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.		
<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> </ul>		

	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</li> <li>• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.</li> </ul>
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**Presentational Mode of Communication**

<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
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<b>Core Idea</b>	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
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<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>
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**Evidence of Learning: Summative Assessment**

<b>Interpretive</b>	Reading and/or listening authentic material about -----in the target language
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<b>Interpersonal</b>	Have an improvised conversation with a classmate based on specific topics covered in this unit.
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<b>Presentational</b>	Create a multimedia, writing piece or verbal presentation based on specific topics covered in this unit.
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**Can Do Statements**

<b>Interpretive</b>	<p>I can listen/watch an authentic video/audio clip that contains information about _____ and identify key words / phrases and determine the similarities/differences from those in the country I live in.</p> <p>I can listen/watch an authentic video/audio clip that contains information about _____ and identify the main idea and recognize other key ideas.</p>
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<b>Interpersonal</b>	<p>I can ask classmates and others simple questions related to _____ in the target language.</p> <p>I can use appropriate reaction words when my classmates and others answer a question.</p>
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	<p>I can conduct simple or complex conversations with my classmates and/or others related to ____ in the target language.</p> <p>I can ask for clarifications when I don't understand something related to ____ in the target language.</p>
<b>Presentational</b>	<p>I can create a multimedia presentation in which I recombine words, phrases and sentences to compare/contrast information about ____ in the US and the country(ies) of origin.</p> <p>I can retell information about what I have listened/watched or read.</p>

## Core Content

<b>Skills (Supporting Functions)</b> Students will be able to:	<b>Concepts (Supporting Structures/Patterns)</b> Students will know:
<ul style="list-style-type: none"> <li>● Listen to and read about activities people like and don't like to do</li> <li>● Talk and write about what you and others like and don't like to do</li> <li>● Describe your favorite activities and ask others about theirs</li> <li>● Talk and write about personality traits</li> <li>● Describe your personality to others</li> <li>● Compare favorite activities of Spanish-speaking teens to those of teens in the United States</li> <li>● Compare cultural perspectives on friendship</li> </ul>	<ul style="list-style-type: none"> <li>● Infinitives</li> <li>● Negatives</li> <li>● Expressing agreement and disagreement</li> <li>● Adjectives</li> <li>● Definite and indefinite articles</li> <li>● Word order: Placement of adjectives</li> </ul>
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary</b>
<ul style="list-style-type: none"> <li>● Leisure activities</li> <li>● Extra-curricular activities</li> <li>● Likes and dislikes</li> <li>● Personality traits</li> <li>● Expressing likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>● Descriptions of what they like/dislike</li> </ul>

## Instructional Activities

<b>Key Learning Activities</b>	<b>Mode</b>
Guess who game	Interpretive
¿Quién soy yo?: Students create and share keynote paragraphs which describe a famous celebrity using adjectives of personal description and present tense verbs	Interpretive
Interview classmates	Interpersonal
Presentation of comparing likes/dislikes	Presentational

Describe their extracurricular activities	Presentational
Reading comprehension related to short stories or information text	Interpretive
<b>Speaking Activity:</b> <a href="#">Te presento a mi mejor amigo/a</a>	Interpersonal/Presentational
<b>Speaking Activity:</b> <a href="#">La persona más admirable que conozco</a>	Interpersonal/Presentational
<b>Reading Comprehension:</b> <a href="#">La chica nueva</a> (Short Story)	Interpretive
<b>Resources</b>	

	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> <li>● Realidades 1</li> <li>● Mary Glasgow Magazines and website</li> </ul>	<ul style="list-style-type: none"> <li>● SmartBoard activities / Internet activities</li> <li>● YouTube videos and authentic commercials</li> <li>● Seesaw communication App.</li> <li>● Google applications</li> <li>● Vimeo</li> <li>● List of useful websites for world language teachers ● <a href="http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf">http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf</a></li> <li>● United Streaming: <a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a></li> <li>● StudySpanish.com: <a href="http://www.studyspanish.com/">http://www.studyspanish.com/</a> ●</li> <li>WordReference.com: <a href="http://www.wordreference.com/">http://www.wordreference.com/</a> ●</li> <li><a href="https://todaysmeet.com/">https://todaysmeet.com/</a></li> <li>● <a href="http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=jek&amp;wcsuffix=0001">http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=jek&amp;wcsuffix=0001</a></li> <li>● <a href="https://conjuguemos.com/">https://conjuguemos.com/</a></li> <li>● <a href="http://www.bbc.co.uk/mundo/">http://www.bbc.co.uk/mundo/</a></li> <li>● <a href="http://www.practicaespanol.com/">http://www.practicaespanol.com/</a></li> <li>● <a href="http://www.rtve.es/">http://www.rtve.es/</a></li> <li>● <a href="http://www.univision.com/">http://www.univision.com/</a></li> <li>● <a href="http://www.peopleenespanol.com/">http://www.peopleenespanol.com/</a></li> <li>● <a href="http://www.20minutos.com/">http://www.20minutos.com/</a></li> </ul>
<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 2

### Course Information

<b>Language(s)</b>	Heritage Spanish - Entering	<b>Approximate Unit Length</b>	1 marking period
<b>Level/Grade</b>	Grade 7	<b>Performance Range</b>	Novice Mid
<b>Grade(s)</b>	7	<b>Curricular Theme</b>	
<b>Unit Title</b>	La escuela		

### Course Focus

<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>Which classes do I have?</li> <li>Which classes do my friends have?</li> <li>Which extra curricular activities are similar/different from the schools in the country(ies) my family comes from?</li> <li>Which classes are popular in the country(ies) my family comes from?</li> <li>What are the differences in the schools in the country(ies) my family comes from?</li> <li>What kind of schools are popular in the country(ies) my family comes from?</li> </ul>
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>You will meet many new people throughout your life. Some may be similar to you, and some may be different. Sharing your school interests and activities will help you connect to new people and with family members in their countries of origin.</li> </ul>

### NJ Student Learning Standards

#### Interpretive Mode of Communication

<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
<b>Core Idea</b>	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally</li> </ul>

	<p>authentic materials.</p> <ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul>
<b>Interpersonal Mode of Communication</b>	
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.
<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</li> <li>• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</li> </ul>
<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
<b>Core Idea</b>	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>
<b>Evidence of Learning: Summative Assessment</b>	
<b>Interpretive</b>	Reading and/or listening authentic material about -----in the target language
<b>Interpersonal</b>	Have an improvised conversation with a classmate based on specific topics covered in this unit.

<b>Presentational</b>	Create a multimedia, writing piece or verbal presentation based on specific topics covered in this unit.
<b>Can Do Statements</b>	
<b>Interpretive</b>	<p>I can listen/watch an authentic video/audio clip that contains information about _____ and identify key words / phrases and determine the similarities/differences from those in the country I live in.</p> <p>I can listen/watch an authentic video/audio clip that contains information about _____ and identify the main idea and recognize other key ideas.</p>

<b>Interpersonal</b>	<p>I can ask classmates and others simple questions related to _____ in the target language.</p> <p>I can use appropriate reaction words when my classmates and others answer a question.</p> <p>I can conduct simple or complex conversations with my classmates and/or others related to _____ in the target language.</p> <p>I can ask for clarifications when I don't understand something related to _____ in the target language.</p>
<b>Presentational</b>	<p>I can create a multimedia presentation in which I recombine words, phrases and sentences to compare/contrast information about _____ in the US and the country(ies) of origin.</p> <p>I can retell information about what I have listened/watched or read.</p>

<b>Core Content</b>	
<b>Skills (Supporting Functions)</b> Students will be able to:	<b>Concepts (Supporting Structures/Patterns)</b> Students will know:
<ul style="list-style-type: none"> <li>● Listen to and read descriptions of school subjects and schedules</li> <li>● Talk and write about classes, school activities, and likes and dislikes</li> <li>● Exchange information while explaining what classes and activities you and friends have common</li> <li>● Listen to and read conversations and notes about school</li> <li>● Talk and write about classes, classroom, and where things are located</li> <li>● Compare your school day with those of students in Spanish-speaking countries</li> <li>● Compare sports and attitudes towards sports in the Spanish-speaking world and United States</li> <li>● Exchange information while describing someone's location</li> <li>● Compare perspectives towards school and uniforms in the Spanish-speaking world and the United States</li> </ul>	<ul style="list-style-type: none"> <li>● Subject pronouns</li> <li>● Present tense of -ar verbs</li> <li>● The verb estar</li> <li>● Plurals of nouns and articles</li> </ul>
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary</b>

<ul style="list-style-type: none"> <li>• Classroom items and furniture</li> <li>• Computers</li> <li>• Words to describe location</li> </ul>	<ul style="list-style-type: none"> <li>• School vocabulary from other cultures/countries</li> </ul>
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### Instructional Activities

Key Learning Activities	Mode
<b>Speaking Activity:</b> dialogues with classmates for example -- to lines, inner/outer circle, speed dating	Interpersonal
<b>Games:</b> Bingo, Charades/Pictionary, Flyswatter Game	Interpretive
<b>Listening/Speaking Activity:</b> School Scavenger Hunt	Interpretive/Presentational
<b>Speaking Task:</b> present a classmate to the class via Flipgrid or Screencastify	Presentational
<b>Reading Comprehension:</b> read and answer questions based on a school website and school schedules from the target cultures	Interpretive
<b>Speaking Task:</b> interview another student from a Spanish speaking country about their experience in HS	Interpersonal
<b>Speaking Activity:</b> <a href="#">Mi colegio excepcional</a>	Interpersonal/Presentational

### Resources

	<p><i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity.</i></p>
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- Realidades 1
- Mary Glasgow Magazines and website

- SmartBoard activities / Internet activities
- YouTube videos and authentic commercials
- Seesaw communication App.
- Google applications
- 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/>

*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.
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- 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.

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## Unit 3

### Course Information

<b>Language(s)</b>	Heritage Spanish - Entering	<b>Approximate Unit Length</b>	1 marking period
<b>Level/Grade</b>	Grade 7	<b>Performance Range</b>	Novice Mid
<b>Grade(s)</b>	7	<b>Curricular Theme</b>	
<b>Unit Title</b>	La comida		

### Course Focus

<b>Essential Question(s)</b>	<ul style="list-style-type: none"><li>• Which foods differ from here to the ones from the country(ies) my family comes from?</li><li>• Which differences are prominent in the meals and times they are eaten here and in the country(ies) my family comes from?</li><li>• What are some traditional dishes from the country(ies) my family comes from?</li><li>• What are my opinions of some of the dishes my family has on a regular basis or when I visit my</li></ul>
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	family in the county(ies) of origin?
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>You will meet many new people throughout your life. Some may be similar to you, and some may be different. Sharing your food, dishes and customs will help you connect to new people and with family members in their countries of origin.</li> </ul>

## NJ Student Learning Standards

### Interpretive Mode of Communication

<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
<b>Core Idea</b>	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul>

### Interpersonal Mode of Communication

<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.
<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</li> <li>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</li> </ul>

<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
<b>Core Idea</b>	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>
<b>Evidence of Learning: Summative Assessment</b>	
<b>Interpretive</b>	Reading and/or listening authentic material about -----in the target language
<b>Interpersonal</b>	Have an improvised conversation with a classmate based on specific topics covered in this unit.
<b>Presentational</b>	Create a multimedia, writing piece or verbal presentation based on specific topics covered in this unit.
<b>Can Do Statements</b>	
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>● I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written.</li> <li>● I can identify some basic facts from memorized words and phrases when they are supported gestures or visuals in conversation.</li> <li>● I can comprehend when people talk about basic breakfast and lunch items.</li> <li>● I can comprehend how people feel about their food preferences.</li> <li>● I can read a short passage discussing nutrition.</li> <li>● I can understand opinions about food.</li> <li>● I can understand a menu or recipe.</li> </ul>

<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● I can express my own preferences or feelings and react to those of others, using a mix of practiced or memorized words, phrases, and questions.</li> <li>● I can express my own preferences or feelings and react to those of others based on food</li> <li>● I can ask/respond to food preferences</li> <li>● I can discuss what foods I like and with what frequency I eat them.</li> <li>● I can order food in a restaurant setting</li> </ul>
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	<ul style="list-style-type: none"> <li>● I can ask for and understand basic information about the menu.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● I can state what I eat orally/written</li> <li>● I can identify basic foods</li> <li>● I can categorize foods by their groupings</li> <li>● I can express my preferences for foods</li> <li>● I can describe a meal</li> <li>● I can associate foods with holidays</li> <li>● I can express hunger and thirst</li> <li>● I can express likes/dislikes</li> <li>● I can write a simple menu and describe the items</li> </ul>

## Core Content

<b>Skills (Supporting Functions)</b> Students will be able to:	<b>Concepts (Supporting Structures/Patterns)</b> Students will know:
<ul style="list-style-type: none"> <li>● Listen to and read descriptions of meal and menus</li> <li>● Talk and write about foods you and others like and dislike</li> <li>● Exchange information about food preferences</li> <li>● Listen to and read descriptions of healthy and unhealthy lifestyles</li> <li>● Talk and write about food, health, and exercise choices</li> <li>● Exchange information while expressing your opinions about food choices and health</li> <li>● Trace the history of some foods originally native to the Americas and Europe</li> <li>● Understand cultural perspectives on medicines and health care</li> <li>● Compare traditional foods, markets, and festivals in the Spanish-speaking world with those in the United States</li> </ul>	<ul style="list-style-type: none"> <li>● Present tense of -er and -ir verbs</li> <li>● Me gusta (n), me encanta (n)</li> <li>● Plurals of adjectives</li> <li>● The verb ser</li> </ul>
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary</b>
<ul style="list-style-type: none"> <li>● Foods and beverages for breakfast and lunch</li> <li>● Expressions of frequency</li> <li>● Food groups</li> <li>● Healthy activities</li> <li>● Ways to describe foods</li> </ul>	<ul style="list-style-type: none"> <li>● Food categories</li> <li>● Traditional Dishes</li> <li>● Table settings</li> <li>● Frequency words</li> </ul>

## Instructional Activities

<b>Key Learning Activities</b>	<b>Mode</b>
<b>Daily Routine:</b> ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy?	Interpretive
<b>Speaking Activity:</b> dialogues and skits	Interpersonal

<b>Vocabulary Games:</b> BINGO, Charades/Pictionary, Flyswatter Game	Interpretive
<b>Speaking Activity:</b> Picture Prompts	Interpersonal - Presentational
<b>Speaking Activity:</b> Dialogues with classmates about what they eat	Interpersonal
<b>Speaking Activity:</b> Survey of foods/restaurants	Interpersonal
<b>Speaking Activity:</b> Look for someone who (Busca alguien que...) For example: <a href="https://dryuc24b85zbr.cloudfront.net/tes/resources/11342818/image?width=500&amp;height=500&amp;version=1519313700808">https://dryuc24b85zbr.cloudfront.net/tes/resources/11342818/image?width=500&amp;height=500&amp;version=1519313700808</a>	Interpersonal
Supermarket: which aisle would I find this item	Interpretive
	Interpretive
<b>Audio:</b> La dieta sana <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1330942762/a/89/6f/cd2pista06-mgm-es-93254_1.mp3">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1330942762/a/89/6f/cd2pista06-mgm-es-93254_1.mp3</a>	Interpretive
<b>Audio:</b> Jovenes cocineros <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1452703525/a/03/67/08-qt2-15-16-track-08-144_6370.mp3">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1452703525/a/03/67/08-qt2-15-16-track-08-144_6370.mp3</a> Handout: <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1456501784/a/31/78/quetal-listening-activities-i_ssue-3-3pp-1461687.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1456501784/a/31/78/quetal-listening-activities-i_ssue-3-3pp-1461687.pdf</a>	Interpretive
<b>Video:</b> Una comida sorpresa <a href="https://es.maryglasgowplus.com/videos/190146">https://es.maryglasgowplus.com/videos/190146</a> Handout: <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1340634689/a/aa/31/mgm-qt3-11121011-96834_1.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1340634689/a/aa/31/mgm-qt3-11121011-96834_1.pdf</a>	Interpretive
<b>Article:</b> Las tapas <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281087874/a/aa/ae/89-qt3-p15-mgm-619364.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281087874/a/aa/ae/89-qt3-p15-mgm-619364.pdf</a>	Interpretive
<b>Speaking Activity:</b> <a href="#">Mi comida preferida</a>	Interpersonal/Presentational

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Realidades 1  
Mary Glasgow Magazines and website  
**PB3 y las verduras** – Jane Cadwallader (ELI Reader)

- SmartBoard activities / Internet activities
- YouTube videos and authentic commercials
- Seesaw communication App.
- Google applications
- 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/>

*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

<b>Language(s)</b>	Heritage Spanish - Entering	<b>Approximate Unit Length</b>	1 marking period
<b>Level/Grade</b>	Grade 7	<b>Performance Range</b>	Novice Mid
<b>Grade(s)</b>	7	<b>Curricular Theme</b>	
<b>Unit Title</b>	Los pasatiempos		

### Course Focus

<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>• Which activities do I like to do?</li> <li>• Which activities do my friends like to do?</li> <li>• Which activities are popular in the country(ies) my family comes from?</li> <li>• What do I or my friends like to do that is different from friends/family in my country(ies) of origin?</li> <li>• What are my opinions on the activities my family/friends do in my country(ies) of origin?</li> </ul>
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>• You will meet many new people throughout your life. Some may be similar to you, and some may be different. Sharing your interests and activities will help you connect to new people and with family members in their countries of origin.</li> </ul>

### NJ Student Learning Standards

#### Interpretive Mode of Communication

<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
<b>Core Idea</b>	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul>

<b>Interpersonal Mode of Communication</b>	
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.
<b>Core Idea</b>	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</li> <li>• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</li> </ul>
<b>Presentational Mode of Communication</b>	
<b>Target Proficiency</b>	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
<b>Core Idea</b>	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>
<b>Evidence of Learning: Summative Assessment</b>	
<b>Interpretive</b>	Reading and/or listening authentic material about -----in the target language
<b>Interpersonal</b>	Have an improvised conversation with a classmate based on specific topics covered in this unit.
<b>Presentational</b>	Create a multimedia, writing piece or verbal presentation based on specific topics covered in this unit.
<b>Can Do Statements</b>	

<b>Interpretive</b>	I can listen/watch an authentic video/audio clip that contains information about _____ and identify key words / phrases and determine the similarities/differences from those in the country I live in. I can listen/watch an authentic video/audio clip that contains information about _____ and identify the main idea and recognize other key ideas.
<b>Interpersonal</b>	I can ask classmates and others simple questions related to _____ in the target language. I can use appropriate reaction words when my classmates and others answer a question. I can conduct simple or complex conversations with my classmates and/or others related to _____ in the target language. I can ask for clarifications when I don't understand something related to _____ in the target language.
<b>Presentational</b>	I can create a multimedia presentation in which I recombine words, phrases and sentences to compare/contrast information about _____ in the US and the country(ies) of origin. I can retell information about what I have listened/watched or read.

<b>Core Content</b>	
<b>Skills (Supporting Functions)</b> Students will be able to:	<b>Concepts (Supporting Structures/Patterns)</b> Students will know:
<ul style="list-style-type: none"> <li>● Listen and read about leisure activities and schedules</li> <li>● Talk and write about places to go and activities to do during free time</li> <li>● Exchange information about weekend plans</li> <li>● Listen to and read invitations and responses</li> <li>● Discuss and write an invitation and an activity plan</li> <li>● Exchange information while responding to an invitation</li> <li>● Compare leisure activities in the Spanish-speaking world and the United States</li> <li>● Understanding cultural differences regarding extracurricular activities</li> <li>● Compare and contrast the careers of two athletes</li> </ul>	<ul style="list-style-type: none"> <li>● The verb ir</li> <li>● Asking questions</li> <li>● Ir + a + infinitives</li> <li>● The verb jugar</li> </ul>
<b>Priority Vocabulary</b>	<b>Supporting Vocabulary</b>
<ul style="list-style-type: none"> <li>● Leisure activities</li> <li>● Places in the community</li> <li>● When things are done</li> <li>● Sports and activities</li> <li>● Telling time</li> <li>● Extending, accepting, and declining invitations</li> </ul>	<ul style="list-style-type: none"> <li>● Descriptions of how things are done</li> <li>● Talk about where someone is from</li> <li>● Indicate how often</li> </ul>
<b>Instructional Activities</b>	

Key Learning Activities	Mode
<b>Speaking activity:</b> dialogues and conversations with classmates	Interpersonal
<b>Speaking Activity:</b> Interview classmates for example -- to lines, inner/outer circle, speed dating	Interpersonal
<b>Games:</b> Bingo, Charades/Pictionary, Flyswatter Game	Interpretive
<b>Speaking Activity:</b> Busca alguien quien tiene... (look for someone who..)	Interpersonal
<b>Speaking Task:</b> Picture Prompt -- describe your family or specific family members with details on FlipGrid or Screencastify	Interpersonal/Presentational
<b>Reading Comprehension:</b> read and answer questions based on the topic	Interpretive
<b>Speaking Activity:</b> <a href="#">Los pasatiempos favoritos de los jóvenes</a>	Interpersonal/Presentational

### Resources

	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> <li>• Realidades 1</li> <li>• Mary Glasgow Magazines and website</li> <li>• Abuelita Anita y el balón – Jane Cadwallader (ELI Reader)</li> </ul>	<ul style="list-style-type: none"> <li>• SmartBoard activities / Internet activities</li> <li>• YouTube videos and authentic commercials</li> <li>• Seesaw communication App.</li> <li>• Google applications</li> <li>• Vimeo</li> <li>• List of useful websites for world language teachers • <a href="http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf">http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf</a></li> <li>• United Streaming: <a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a></li> <li>• StudySpanish.com: <a href="http://www.studyspanish.com/">http://www.studyspanish.com/</a> •</li> <li>WordReference.com: <a href="http://www.wordreference.com/">http://www.wordreference.com/</a> •</li> <li><a href="https://todaysmeet.com/">https://todaysmeet.com/</a></li> <li>• <a href="http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=jek&amp;wcsuffix=0001">http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=jek&amp;wcsuffix=0001</a></li> <li>• <a href="https://conjuguemos.com/">https://conjuguemos.com/</a></li> <li>• <a href="http://www.bbc.co.uk/mundo/">http://www.bbc.co.uk/mundo/</a></li> <li>• <a href="http://www.practicaespanol.com/">http://www.practicaespanol.com/</a></li> <li>• <a href="http://www.rtve.es/">http://www.rtve.es/</a></li> <li>• <a href="http://www.univision.com/">http://www.univision.com/</a></li> <li>• <a href="http://www.peopleenespanol.com/">http://www.peopleenespanol.com/</a></li> <li>• <a href="http://www.20minutos.com/">http://www.20minutos.com/</a></li> </ul>
<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>

### Instructional modifications, accommodations, adjustments

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