

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:

Mrs. Ana Guariglia - Spanish Nutley High School
Mrs. Maria Muniz-Bermo - Spanish JWMHS
Mrs. Andrea Ockenhouse - Spanish JHWMS

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.

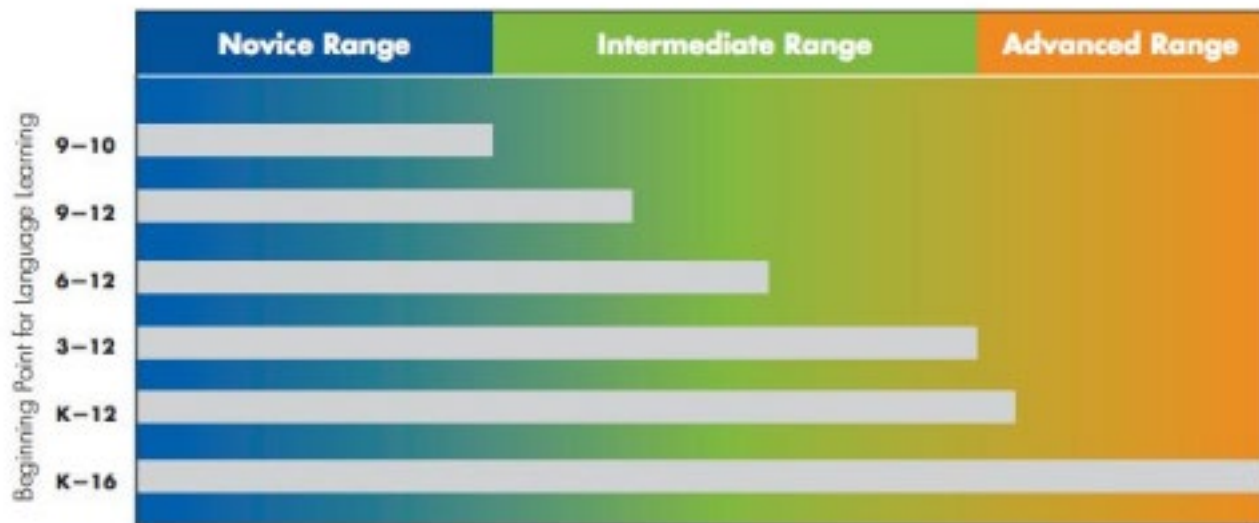
See [New Jersey Student Learning Standard for World Languages](#) for more information.

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 [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.

- 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

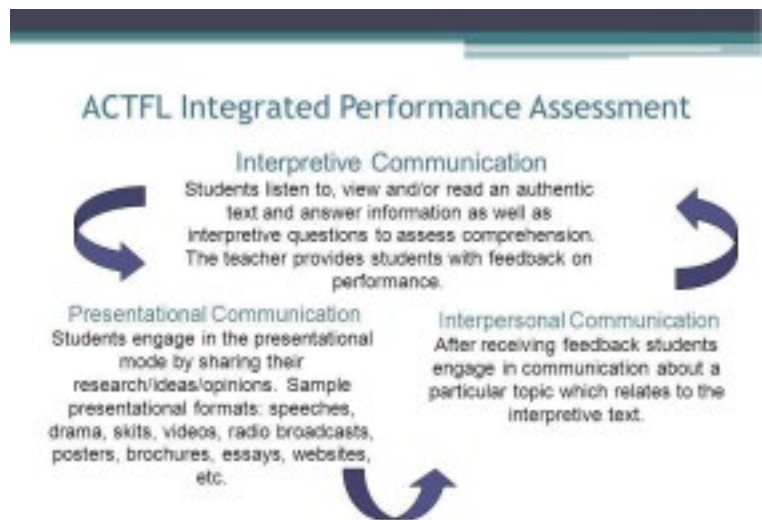
Summative Assessment

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

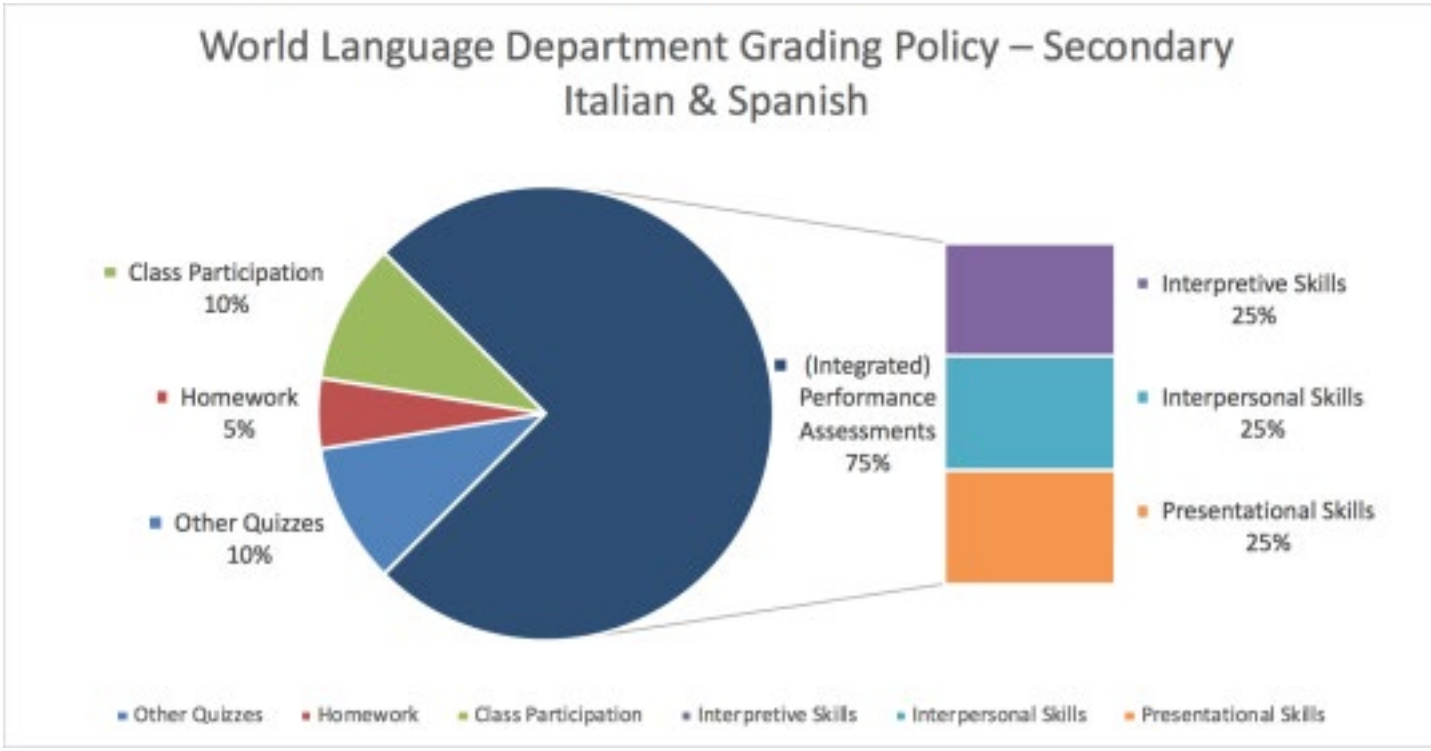
See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

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

Accommodations	Modifications	Higher Level Differentiation
<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 peers ● Use open-ended questioning strategies

References

- Adair-Hauck, B., Glisan, W., & Troyan, Francis J. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: Author.
- American Council on the Teaching of Foreign Languages. (2012a). [ACTFL performance descriptors for language learners](#). Alexandria, VA: Author.
- American Council on the Teaching of Foreign Languages. (2012b). [ACTFL proficiency guidelines 2012](#). Alexandria, VA: Author.
- American Council on the Teaching of Foreign Languages. (2017). [NCSSFL-ACTFL Can-do statements: Progress indicators for language learners](#). Alexandria, VA: Author.
- Clementi, D. & Terrill, L. (2017). *The Keys to planning for learning: Effective curriculum, unit, and lesson design*. Alexandria, VA: Author.
- Fisher, D. & Frey, N. (2014). *Checking for understanding*. Alexandria, VA: Association for Supervision & Curriculum Development.

Grahn, L, & McAlpine, D. (2017). *The Keys to strategies for language instruction: Engagement, relevance, critical thinking, collaboration*. Alexandria, VA: Author.

New Jersey State Department of Education. (2014). [New Jersey Student Learning Standard for World Languages](#). Trenton, NJ: Author.

New Jersey State Department of Education. (1999). [New Jersey world languages curriculum framework](#). Trenton, NJ: Author.

Sandrock, P. (2017). *The Keys to assessing language performance: A Teacher’s manual for measuring student progress*. Alexandria, VA: Author.

Course Description/Summary

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	Fiesta en familia	☑	☑	☑			
2	La casa	☑			☑		☑
3	De compras		☑	☑	☑		
4	Experiencias		☑			☑	
☑ = Unit of study addresses curricular theme(s) indicated.							

Unit 1

Course Information

Language(s)	Heritage Spanish - Entering	Approximate Unit Length	1 marking period
Level/Grade	Grade 8	Performance Range	Novice High
Grade(s)	8	Curricular Theme	
Unit Title	Fiesta en familia		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> What are some differences between celebrations here and in the country(ies) my family comes from? What are some differences between cultural perspectives on family and celebrations here and in the country(ies) my family comes from?
Enduring Understanding(s)	<ul style="list-style-type: none"> You will meet many new people throughout your life. Some may be similar to you, and some may be different. Sharing about your family and celebrations will help you connect to new people and with family members in their countries of origin.

NJ Student Learning Standards

Interpretive Mode of Communication

Target Proficiency	Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language
Performance Expectations	<ul style="list-style-type: none"> 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change

Interpersonal Mode of Communication	
Target Proficiency	Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases
Core Idea	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning
Performance Expectations	<ul style="list-style-type: none"> • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
Presentational Mode of Communication	
Target Proficiency	Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences
Core Idea	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Performance Expectations	<ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States
Evidence of Learning: Summative Assessment	
Interpretive	Reading and/or listening to authentic material about families and celebrations in the target language.
Interpersonal	Have an improvised conversation with a classmate based on the families and celebrations topics covered in this unit.
Presentational	Create a multimedia, writing piece or verbal presentation based on the families and celebrations topics covered in this unit.

Can Do Statements

Interpretive	<ul style="list-style-type: none"> I can listen/watch an authentic video/audio clip that contains information about family members and celebrations, 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 family members and celebrations and identify the main idea and recognize other key ideas
---------------------	---

Interpersonal	<ul style="list-style-type: none"> I can ask classmates and others simple questions related to family members and celebrations 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 family members and celebrations in the target language. I can ask for clarifications when I don't understand something related to family members and celebrations in the target language.
Presentational	<ul style="list-style-type: none"> I can create a multimedia presentation in which I recombine words, phrases and sentences to compare/contrast information about families and celebrations in the US and the country(ies) of origin. I can retell information about what I have listened/watched or read.

Core Content

Skills (Supporting Functions) Students will be able to:	Concepts (Supporting Structures/Patterns) Students will know:
<ul style="list-style-type: none"> Understand cultural perspectives on family celebrations in the Spanish-speaking world. Exchange information while describing physical features of family members. Listen to, read, and write information about restaurant meals and service. Compare and contrast family celebrations in the US and heritage country 	The verb <i>tener</i> Possessive adjectives The verb <i>venir</i> The verbs <i>ser</i> and <i>estar</i>
Priority Vocabulary	Supporting Vocabulary
<ul style="list-style-type: none"> Family members Telling ages Party decorations and celebration activities Describing people and things 	<ul style="list-style-type: none"> food and table settings Eating out Expressing needs

Instructional Activities

Key Learning Activities	Mode
Video activity: Videohistoria from Realidades para hispanohablantes 1 - Tema 5A/5B	Interpretive
Games: Bingo, Charades/Pictionary, Flyswatter Game	Interpretive
Article: Una Navidad Latina https://d3ddkgxe55ca6c.cloudfront.net/assets/t1432808944/a/f0/66/quetal2-p10-11-mgm-1360276.pdf	Interpretive
Audio: Mi familia https://d3ddkgxe55ca6c.cloudfront.net/assets/t1416843709/a/4e/be/14-qt1-2014-track-14-1276298.mp3 Handout: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1405430835/a/c4/05/que-tal-cd1-aug-feb-14-acts-final-1233063.pdf	Interpretive
Writing Activity: La familia Real Española https://www.pinterest.com/pin/242842604890806747/ YouTube Video: La familia del Rey https://www.youtube.com/watch?v=RRwG7Nd2_E4	Interpretive/ Presentational
Reading activity: Reading comprehension related to family, celebrations, and food	Interpretive
Speaking activity: Conversations with classmates about family	Interpersonal
Speaking activity: Conversations with classmates about celebrations	Interpersonal
Speaking activity: Conversations with classmates about restaurants and food specific to country(ies) of origin	Interpersonal
Speaking task: Presentation about family members	Presentational
Speaking task: Presentation about celebrations specific to country(ies) of origin	Presentational

Resources

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.

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

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

Unit 2

Course Information

Language(s)	Heritage Spanish - Entering	Approximate Unit Length	1 marking period
Level/Grade	Grade 8	Performance Range	Novice High
Grade(s)	8	Curricular Theme	
Unit Title	La Casa		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> What are some differences/similarities between homes here and the ones from the country(ies) my family comes from? What are some activities our families do in their homes? <p>What are the neighborhoods like in the country(ies) my family comes from? What are some differences/similarities between neighborhoods here and the ones from the country(ies) my family comes from? What are my understandings on the cultural perspective on the different types of housing in the country(ies) my family comes from?</p>
Enduring Understanding(s)	<ul style="list-style-type: none"> You will meet many new people throughout your life. Some may be similar to you, and some may be different. Sharing about your home life and neighborhood will help you connect to new people and with family members in their countries of origin.

NJ Student Learning Standards

Interpretive Mode of Communication

Target Proficiency	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.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> 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. 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. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written

	<p>descriptions.</p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 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.
Interpersonal Mode of Communication	
Target Proficiency	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.
Core Idea	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
Performance Expectations	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 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. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 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. • 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.
Presentational Mode of Communication	
Target Proficiency	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.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
Evidence of Learning: Summative Assessment	
Interpretive	Reading and/or listening authentic material about the house and household chores in the target language
Interpersonal	Have an improvised conversation with a classmate based on the house and household chores topics covered in this unit.

Presentational	Create a multimedia, writing piece or verbal presentation based on the house and household chores topics covered in this unit.
Can Do Statements	
Interpretive	<ul style="list-style-type: none"> ● I can listen/watch an authentic video/audio clip that contains information about the house and household chores, 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 the house and household chores, and identify the main idea and recognize other key ideas

Interpersonal	<ul style="list-style-type: none"> ● I can ask classmates and others simple questions related to the house and household chores 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 the house and household chores in the target language. ● I can ask for clarifications when I don't understand something related to the house and household chores in the target language.
Presentational	<ul style="list-style-type: none"> ● I can create a multimedia presentation in which I recombine words, phrases and sentences to compare/contrast information about dwellings in the US and the country(ies) of origin. ● I can retell information about what I have listened/watched or read.

Core Content	
Skills (Supporting Functions) Students will be able to:	Concepts (Supporting Structures/Patterns) Students will know:
Listen to conversations about chores and read housing ads. Talk about household chores and write a description of a house apartment. Understand cultural perspective regarding homes and privacy. Explain how houses in the Spanish-speaking world compared those in the United States.	Affirmative <i>tú</i> commands The present progressive The superlative Stem changing verbs <i>poder</i> and <i>dormir</i>
Priority Vocabulary	Supporting Vocabulary

<ul style="list-style-type: none"> Houses and apartments Rooms in the house Household chores Describing, comparing, and contrasting 	<ul style="list-style-type: none"> Bedroom items Colors
---	---

Instructional Activities

Key Learning Activities	Mode
Video: Videohistoria from Realidades para hispanohablantes 1 - Tema 6A/6B	Interpretive
Reading Activity: Reading comprehension related to the house and household chores	Interpretive
Audio: La casa Batllo https://d3ddkgxe55ca6c.cloudfront.net/assets/t1491482410/a/1c/36/3quetalcd3-mgm-1610489.mp3 Transcription of Audio: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1491470890/a/c2/cf/que-tal-cdbooklet-issue6-fi_nal-1610294.pdf	Interpretive
Speaking activity: Conversations with classmates about their house	Interpersonal
Speaking activity: Conversations with classmates about household chores	Interpersonal
Oral Presentation: Presentation about their house and household chores	Presentational
Oral Presentation: Presentation comparing and contrasting housing in the US and country(ies) of origin	Presentational
Speaking Activity: Vivo en una comunidad sobresaliente	Interpersonal/Presentational
Speaking Activity: Mi lugar favorito para descansar	Interpersonal/Presentational

Resources

	<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>
--	--

- Realidades para hispanohablantes
- Mary Glasgow Magazines and website
- AirBnB

- 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 3

Course Information

Language(s)	Heritage Spanish - Entering	Approximate Unit Length	1 marking period
Level/Grade	Grade 8	Performance Range	Novice High
Grade(s)	8	Curricular Theme	
Unit Title	De Compras		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What are the differences/similarities in clothing and in shopping here and the ones from the country(ies) my family comes from? • What are some of the differences/similarities between what I like to wear or buy in comparison to what my friends/family like from the country(ies) my family comes from? • What are some gifts I received or gave to family/friends in the past? • What are my understandings in the cultural perspective on shopping and gift-giving?
Enduring Understanding(s)	<ul style="list-style-type: none"> • You will meet many new people throughout your life. Some may be similar to you, and some may be different. Sharing what you like to wear and how you like to shop will help you connect to new people and with family members in their countries of origin.

NJ Student Learning Standards

Interpretive Mode of Communication

Target Proficiency	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.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> • 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. • 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. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 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.

Interpersonal Mode of Communication	
Target Proficiency	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.
Core Idea	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
Performance Expectations	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 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. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 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. • 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.
Presentational Mode of Communication	
Target Proficiency	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.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
Evidence of Learning: Summative Assessment	
Interpretive	Reading and/or listening authentic material about clothing and shopping experiences in the target language
Interpersonal	Have an improvised conversation with a classmate based on the clothing and shopping experiences topics covered in this unit.
Presentational	Create a multimedia, writing piece or verbal presentation based on the clothing and shopping experiences topics covered in this unit.
Can Do Statements	

Interpretive	<p>I can listen/watch an authentic video/audio clip that contains information about clothing and shopping experiences, 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 clothing and shopping experiences, and identify the main idea and recognize other key ideas.</p>
---------------------	--

Interpersonal	<p>I can ask classmates and others simple questions related to clothing and shopping experiences, 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 clothing and shopping experiences, in the target language.</p> <p>I can ask for clarifications when I don't understand something related to clothing and shopping experiences, in the target language.</p>
Presentational	<p>I can create a multimedia presentation in which I recombine words, phrases and sentences to compare/contrast information about clothes and shopping experiences, 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	
<p>Skills (Supporting Functions) Students will be able to:</p>	<p>Concepts (Supporting Structures/Patterns) Students will know:</p>
<p>Listen to conversations and read about clothes and shopping. Exchange information while purchasing an item of clothing. Exchange information about gifts and price. Compare cultural perspectives about shopping malls in Chile and the United States. Compare the significance of crafts and clothing in Hispanic countries and the United States.</p>	<p>Stem-changing verbs: <i>pensar, querer, and, preferir</i> Demonstrative adjectives The preterite of <i>-ar</i> verbs The preterite of verbs ending in <i>-car</i> and <i>-gar</i></p>
<p>Priority Vocabulary</p>	<p>Supporting Vocabulary</p>
<ul style="list-style-type: none"> ● Shopping ● Clothing ● Prices and numbers ● Expressions to describe past events 	<ul style="list-style-type: none"> ● Stores and online shopping ● Gifts and clothing
Instructional Activities	

Key Learning Activities	Mode
Video: Videohistoria from Realidades para hispanohablantes 1 - Tema 7A/7B	Interpretive
Reading: Reading comprehension related to clothing and shopping	Interpretive
Speaking: Conversations with classmates about clothing	Interpersonal
Speaking: Conversations with classmates about shopping experiences	Interpersonal
Speaking: Conversations with classmates about clothing specific to country(ies) of origin	Interpersonal
Oral Presentation: Presentation about clothing specific to country(ies) of origin	Presentational
Oral Presentation: Presentation about shopping experiences specific to country(ies) of origin	Presentational
Speaking Activity: Cuando fui de compras	Interpersonal/Presentational
Reading Comprehension: Un vestido para Shakira (Short Story)	Interpretive

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

- Realidades para hispanohablantes
- 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.
- 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)	Heritage Spanish - Entering	Approximate Unit Length	1 marking period
Level/Grade	Grade 8	Performance Range	Novice High
Grade(s)	8	Curricular Theme	
Unit Title	Experiencias		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> ● Where are some of the places I like to visit here and/or in the country(ies) that my family comes from? ● What are some of the activities I like to do while on vacation here and/or in the country(ies) that my family comes from? ● What are some of the differences/similarities in transportation here and in the country(ies) that my family comes from? ● What are my understandings in the cultural perspective on traveling and/or vacationing?
Enduring Understanding(s)	You will meet many new people throughout your life. Some may be similar to you, and some may be different. Sharing your experiences in traveling will help you connect to new people and with family members in their countries of origin.

NJ Student Learning Standards

Interpretive Mode of Communication

Target Proficiency	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.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> ● 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. ● 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. ● 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. ● 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. ● 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.

Interpersonal Mode of Communication	
Target Proficiency	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.
Core Idea	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
Performance Expectations	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 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. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 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. • 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.
Presentational Mode of Communication	
Target Proficiency	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.
Core Idea	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
Evidence of Learning: Summative Assessment	
Interpretive	Reading and/or listening authentic material about traveling and hispanic geography in the target language
Interpersonal	Have an improvised conversation with a classmate based on the traveling and hispanic geography topics covered in this unit.
Presentational	Create a multimedia, writing piece or verbal presentation based on the traveling and hispanic geography topics covered in this unit.
Can Do Statements	

Interpretive	<ul style="list-style-type: none"> ● I can listen/watch an authentic video/audio clip that contains information about traveling and hispanic geography, 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 traveling and hispanic geography, and identify the main idea and recognize other key ideas.
---------------------	---

Interpersonal	<ul style="list-style-type: none"> ● I can ask classmates and others simple questions related to traveling and hispanic geography, 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 traveling and hispanic geography, in the target language. ● I can ask for clarifications when I don't understand something related to traveling and hispanic geography, in the target language.
Presentational	<ul style="list-style-type: none"> ● I can create a multimedia presentation in which I recombine words, phrases and sentences to compare/contrast information about traveling and hispanic geography, in the US and the country(ies) of origin. ● I can retell information about what I have listened/watched or read.

Core Content	
Skills (Supporting Functions) Students will be able to:	Concepts (Supporting Structures/Patterns) Students will know:
Identify regions and countries of the target language. Listen to and read about trips and vacations. Identify places of geographical and historical importance in Spanish-speaking countries and compare them to places in the United States.	The preterite of <i>-er</i> and <i>-ir</i> verbs The preterite of <i>ir</i> The personal <i>a</i>
Priority Vocabulary	Supporting Vocabulary
<ul style="list-style-type: none"> ● Geography (Spanish speaking countries, Italy and capitals) ● Modes of transportation ● Vacation activities ● Sights to see 	<ul style="list-style-type: none"> ● Descriptive words for places ie. old, modern, big, etc. ● Verbs of feelings: to like, to love, to bore

Instructional Activities

Key Learning Activities	Mode
Video: Videohistoria from Realidades para hispanohablantes 1 - Tema 8A	Interpretive
Reading: Reading comprehension related to geography and traveling	Interpretive
Speaking: Conversations with classmates about country(ies) of origin	Interpersonal
Speaking: Conversations with classmates about past trips and traveling experiences	Interpersonal
Mini-Project: Create an infographic of a city or country https://ecdn.teacherspayteachers.com/thumbitem/Country-Project-Infographic-NEW-Product-50 - OFF-for-24-Hours-1959376-1500873612/original-1959376-2.jpg	Presentational
Oral Presentation: Presentation about country(ies) of origin	Presentational
Oral Presentation: Presentation about celebrations specific to country(ies) of origin	Presentational

Resources

	<p><i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i></p>
<ul style="list-style-type: none"> ● Realidades para hispanohablantes ● Mary Glasgow Magazines and website 	<ul style="list-style-type: none"> ● 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=iek&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>