

Hillside Township School District

WORLD LANGUAGE INTERMEDIATE LEVEL A & B

**Grades
6-8**

Curriculum Contributors:

Supervisor

Obinna Emenaka, Math
Nogwa Fayed, Math
Lois Bohm, Language Arts
Lisa Corona, Science

Directors

Zendi Clark, Secondary Education
Grace Conway, Elementary Education

Board of Education Approved:
January 23, 2014

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District Mission Statement

It is the mission of the Hillside Board of Education is to ensure that all students at all grade levels achieve the New jersey Core Curriculum Content Standards and make connections to real-world success. We are committed to strong parent-community-school partnerships, providing a safe, engaging and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

The Hillside Public Schools is committed to excellence. In today's global community, the study of a second language is an indispensable attribute of an educated person. The Hillside School District offers a multifaceted, comprehensive language program. The curriculum encompasses interpersonal communication, interpretive communication and presentational communication while emphasizing the interrelationship between the language and its respective culture. Moreover, multiple language acquisition enables the individual to reflect upon and gain insight into the student's own language and culture.

World politics, commerce, culture, and migration place heavy demands on the American citizenry for foreign language skills which years ago were not necessary. In order to meet these demands, the Hillside School District provides a choice of language offerings. The goals for all modern languages offered require the mastery of the language with five areas of emphasis: speaking, comprehension, reading, writing and understanding the culture of the people whose language is under study.

Affirmative Action Statement

The Board of Education shall, in accordance with law, strive to overcome the effects of any previous patterns of discrimination in school and classroom practices and shall systematically monitor district procedures to insure continuing compliance with anti-discrimination laws and regulations.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

New Jersey World Language Core Curriculum Content Standards

Content Area	World Languages
Standard	7.1 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.

Communicative Modes with Performance Levels

Interpretive Mode

Novice-Mid
Novice-High
Intermediate-Low
Intermediate-Mid
Intermediate-High
Advanced-Low

Interpersonal Mode

Novice-Mid
Novice-High
Intermediate-Low
Intermediate-Mid
Intermediate-High
Advanced-Low

Presentational Mode

Novice-Mid
Novice-High
Intermediate-Low
Intermediate-Mid
Intermediate-High
Advanced-Low

Goals:

1. Develop an intermediate world language program in accordance with state mandates, ultimately leading to successful completion of the state mandated New Jersey Core Curriculum Content Standards proficiency.
2. Provide the district with a developed curriculum, where by language acquisition is based on prior knowledge.
3. Assure that the curriculum is relevant to real like situations and lends itself to 21st century cross curricular instruction.
4. Develop a standard based (proficiency based) curriculum which focuses on the interpretive, interpersonal and presentation modes of communications.
5. Continuously update with current and up to date resources, assessments, etc.

Listening

1. Presentations in targeted language
2. Authentic language listening activities (transmissions)
3. Instructions
4. Audio – visual activities, (videos, broadcasts,
5. TPR (Total Physical Response)

Speaking

1. Student responses in targeted language
2. Daily applications (greetings, dates, commands, questions)
3. Dialogs
4. Teacher to student or student to student interactions
5. Repetition
6. Manipulative incentive

Reading

1. Authentic printed source comprehension (magazines, newspapers, literature, dialogue, etc.)
2. Determinations of interrogatives based on reading sources
3. Development of critical thinking in authentic situations

Writing

1. Directed writing activities (journals, emails, letters, advertisements, essays, etc.)
2. Development of writing skills such as syntax, accents, punctuations, spelling, etc.

Part A

UNIT: GREETINGS

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Greetings and salutations express acknowledges individuals speaking in targeted language. ✓ Knowing dates, numbers allows interpretation of basic everyday information 		<ul style="list-style-type: none"> ✓ How do you greet and take leave in targeted language. ✓ How do you tell dates and time to keep engagements ✓ What are the benefits of learning about seasons and weather conditions?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Greetings and salutations • Courteous expressions • Dates, seasons, weather • Tell time (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Recognize spoken language • Identify and recognize descriptions • Demonstrate comprehension • Listening samples of same • Dialogs Interpersonal <ul style="list-style-type: none"> • Greet and respond to expressions • Initiate appropriate culture gestures association with salutations and taking leave • Ask and respond to simple questions Presentational <ul style="list-style-type: none"> • Present personal information in targeted language • Use memorized phrases to create presentation (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Greetings
Grade 6-8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
One week	Greetings and taking leave	<ul style="list-style-type: none"> • Role playing • TPR (Total Physical Responses), • Individual questions and answers • Ask questions in targeted language 	<p>Communication</p> <ul style="list-style-type: none"> • Conversations • Interpretation • Presentation <p>Culture</p> <ul style="list-style-type: none"> • Demonstrate understanding between practices and perspectives <p>Connections</p> <ul style="list-style-type: none"> • Reinforce further knowledge of other disciplines through targeted language <p>Comparisons</p> <ul style="list-style-type: none"> • Understanding of nature of language through comparison of targeted language • Comparison of cultures studied <p>Communities</p> <ul style="list-style-type: none"> • Use of language beyond the classroom • Evidence of lifelong learners <p>(Text, Subscriptions, Web-based Programs, Lessons)</p>
One week	Courteous expressions	<ul style="list-style-type: none"> • Role playing • TPR • Questions and answers 	
One week	Dates (days of the week, months, numbers)	<ul style="list-style-type: none"> • Use calendar and point out days, months • Use countable items • Ask questions about important dates • Create calendars 	
One week	Season, weather	<ul style="list-style-type: none"> • Picture manipulative • Draw calendars seasons and weather • Picture descriptions 	
One week	Telling time	<ul style="list-style-type: none"> • Indicate specific routine times • Use clocks, stop clock • Manipulative • Identification of spoken and written times 	

UNIT: SELF AND OTHERS DESCRIPTION

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
✓ Knowledge of people description identifies unique individuals		✓ What descriptive adjectives describe you and others? ✓ How would you describe school items? ✓ Where are you and others from?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> Identify people and things Describe people and things Tell about a persons' origin (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> Answer questions related to people descriptions Answer questions about a person's origin Listening activities Dialogs Interpersonal <ul style="list-style-type: none"> Use appropriate vocabulary for imitation TPR students Presentational <ul style="list-style-type: none"> Recite songs Write and present people descriptions (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Self and Others Descriptions
Grade 6-8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
One week	Physical people descriptions	<ul style="list-style-type: none"> • TPR, use students as models for people descriptions • Show pictures for association and description 	<p>Communication</p> <ul style="list-style-type: none"> • Conversations • Interpretation • Presentation <p>Culture</p> <ul style="list-style-type: none"> • Demonstrate understanding between practices and perspectives <p>Connections</p> <ul style="list-style-type: none"> • Reinforce further knowledge of other disciplines through targeted language <p>Comparisons</p> <ul style="list-style-type: none"> • Understanding of nature of language through comparison of targeted language • Comparison of cultures studied <p>Communities</p> <ul style="list-style-type: none"> • Use of language beyond the classroom • Evidence of lifelong learners <p>(Text, Subscriptions, Web-based Programs, Lessons)</p>
One week	Appearance description of items	<ul style="list-style-type: none"> • Describe items around learning environment with color, shape, size, usage • Show pictures and images for descriptions 	
One week	A persons origin	<ul style="list-style-type: none"> • Show countries and nationalities • Describe people from different countries • Show countries and have students identify nationality 	

UNIT: FAMILY

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Ability to describe family members and relationship ✓ Knowledge to describe home and compare to homes around the world. 		<ul style="list-style-type: none"> ✓ How are your family members with names and titles? ✓ What adjectives describe their personality? ✓ What do your homes look like?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Talk about family and pets • Describe home • Describe rooms and furnishings • Compare and contrast families (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Recognize family members • Answer questions about family • Listening activities • Identify different members • Dialogs Interpersonal <ul style="list-style-type: none"> • Express and exchange basic family descriptions • Follow commands to find person being described Presentational <ul style="list-style-type: none"> • Present family tree with names, titles, and ages • Present their living quarters with furnishings • Cultural comparisons of differences (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Family
Grade 6-8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
One week	Family and pets	<ul style="list-style-type: none"> • TPR (Total Physical Response) create a imaginary family with students • Describe students as family members • Describe pets • Create family tree 	<p>Communication</p> <ul style="list-style-type: none"> • Conversations • Interpretation • Presentation <p>Culture</p> <ul style="list-style-type: none"> • Demonstrate understanding between practices and perspectives <p>Connections</p> <ul style="list-style-type: none"> • Reinforce further knowledge of other disciplines through targeted language <p>Comparisons</p> <ul style="list-style-type: none"> • Understanding of nature of language through comparison of targeted language • Comparison of cultures studied <p>Communities</p> <ul style="list-style-type: none"> • Use of language beyond the classroom • Evidence of lifelong learners <p>(Text, Subscriptions, Web-based Programs, Lessons)</p>
One week	Home (house or apartment)	<ul style="list-style-type: none"> • Create home blueprint • Label room • Identify activities per room 	
One week	Rooms and furnishings	<ul style="list-style-type: none"> • Identify furnishing in rooms • Associate purpose of furnishing 	

UNIT: SCHOOL

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Knowledge to describe typical school day schedule with all essential supplies and material ✓ Ability to compare a school day with friends to those of students in other countries 		<ul style="list-style-type: none"> ✓ What is a typical school schedule? ✓ What interactions occur among friends during a typical school day?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Talk about school activities • School attire • School and classroom supplies and materials • Friends and school • Compare different school environments (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Answer questions about school schedule and routine • Answer questions about attire • Answer questions about subjects and learning activities • Answer questions about friends and educational surroundings • Listening activities in targeted language • Dialogs Interpersonal <ul style="list-style-type: none"> • Use memorized language to answer questions • Imitate responses from others Presentational <ul style="list-style-type: none"> • Copy phrases to label a school day schedule and present information to class • Cultural comparisons (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit School
Grade 6-8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
One week	School activities	<ul style="list-style-type: none"> • Use commands to identify classroom activities • TPR before and after school activities • Pictures, images • Create charades games to recall vocabulary 	<p>Communication</p> <ul style="list-style-type: none"> • Conversations • Interpretation • Presentation <p>Culture</p> <ul style="list-style-type: none"> • Demonstrate understanding between practices and perspectives <p>Connections</p> <ul style="list-style-type: none"> • Reinforce further knowledge of other disciplines through targeted language <p>Comparisons</p> <ul style="list-style-type: none"> • Understanding of nature of language through comparison of targeted language • Comparison of cultures studied <p>Communities</p> <ul style="list-style-type: none"> • Use of language beyond the classroom • Evidence of lifelong learners <p>(Text, Subscriptions, Web-based Programs, Lessons)</p>
One week	School attire	<ul style="list-style-type: none"> • TPR attire (use students as models) • Use attire with adjectives and colors • Show different attires with school activities • Label pictures 	
One week	School and classroom supplies and materials	<ul style="list-style-type: none"> • Label classroom items, supplies and materials with usages and importance • Associate supplies with particular subjects • Create poster and presentation of a particular subject classroom with supplies with purposes 	
One week	Friends	<ul style="list-style-type: none"> • Describe activities between friends • Role play real school day situations/dialogs among friends 	
One week	Comparing	<ul style="list-style-type: none"> • Show pictures of different educational institutions around the world • Compare differences between schools in different countries 	

UNIT: FOOD

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Knowledge to express food and beverage preference to ones liking in relevance to specific meals ✓ Ability to compare foods and eating schedules with other countries 		<ul style="list-style-type: none"> ✓ What foods and beverages do you eat and drink at different times of the day? ✓ How do you prepare your meals? ✓ What food and beverage differences exist around the world?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Identify and discuss meals • Places to have specific meals • How to order food and beverages • Compare different country eating habits (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Answer questions pertaining to favorite foods for various meals • Answer questions about preferred eating locations • Listening activities • Dialogs Interpersonal <ul style="list-style-type: none"> • Mimic appropriate phrases in ordering foods • Follow directions Presentation <ul style="list-style-type: none"> • Present meals desired in posters, power points, games, etc. in comparison to other countries (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Food
Grade 6-8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
One week	Foods	<ul style="list-style-type: none"> • Create menus for different meals • Create food chart • Associate foods with celebrations • Create a healthy diet 	<p>Communication</p> <ul style="list-style-type: none"> • Conversations • Interpretation • Presentation <p>Culture</p> <ul style="list-style-type: none"> • Demonstrate understanding between practices and perspectives <p>Connections</p> <ul style="list-style-type: none"> • Reinforce further knowledge of other disciplines through targeted language <p>Comparisons</p> <ul style="list-style-type: none"> • Understanding of nature of language through comparison of targeted language • Comparison of cultures studied <p>Communities</p> <ul style="list-style-type: none"> • Use of language beyond the classroom • Evidence of lifelong learners <p>(Text, Subscriptions, Web-based Programs, Lessons)</p>
One week	Eating locations	<ul style="list-style-type: none"> • Identify eating locations for different meals • Describe locations environment and atmosphere 	
One week	Ordering foods	<ul style="list-style-type: none"> • Create simulated restaurant scenes and dialogs between waiters and customers • Create dialog of food preparations and likings 	
One week	Comparing	<ul style="list-style-type: none"> • Compare cafes to fast food locations • Compare restaurants to delis 	

UNIT: SPORTS

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Knowledge to describe sports with specific attire and activities associate with same ✓ Ability to compare traditional sports to world countries 		<ul style="list-style-type: none"> ✓ What sports are played during different seasons of the year? ✓ Which sports are more strenuous then others? ✓ What sports exist around the world?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Sports vocabulary • Sports attire • Activities • Knowledge of sports in other countries (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Answer questions about sport interest • Answer questions about sports during specific seasons • Answer question about a listening activity pertaining to sports • Dialogs Interpersonal <ul style="list-style-type: none"> • Mimic sports played around the world and use TPR to get students involved in the activity • Use phrases that can be memorized Presentational <ul style="list-style-type: none"> • Create posters, games, power points to have students use appropriate language for descriptions • Write phrases to label the activities (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Sports
Grade 6-8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
One week	Sports	<ul style="list-style-type: none"> • TPR different sports in different countries • Pictures, videos, • Perform games associated with different countries • Create posters displaying sports 	<p>Communication</p> <ul style="list-style-type: none"> • Conversations • Interpretation • Presentation <p>Culture</p> <ul style="list-style-type: none"> • Demonstrate understanding between practices and perspectives <p>Connections</p> <ul style="list-style-type: none"> • Reinforce further knowledge of other disciplines through targeted language <p>Comparisons</p> <ul style="list-style-type: none"> • Understanding of nature of language through comparison of targeted language • Comparison of cultures studied <p>Communities</p> <ul style="list-style-type: none"> • Use of language beyond the classroom • Evidence of lifelong learners <p>(Text, Subscriptions, Web-based Programs, Lessons)</p>
One week	Attire	<ul style="list-style-type: none"> • Show sports and identify attire • Recall clothing, color, seasons 	
One week	Activities	<ul style="list-style-type: none"> • Show pictures of exercise activities • Show sport games and identify actions and players • Create a simulated game in class or poster 	
One week	Sports around the world	<ul style="list-style-type: none"> • Show youth sports in different countries • Simulate sports in class • Compare personalities associated with different sports • Compare sports of different countries 	

UNIT: HEALTH

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Ability to describe ones personality and emotional state of being. ✓ Use of appropriate descriptive vocabulary to explain physical illnesses 		<ul style="list-style-type: none"> ✓ What are your physical and emotional characteristics? ✓ What state of health feelings would lead a person to a medical office?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Describe people personality • Describe people health • Describe people emotions • Describe doctors visit and appointments (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Answer questions describing personalities TPR • Answer questions about physical and emotional state of being • Listening activities of self and other descriptions • Dialogs that incorporate people descriptions Interpersonal <ul style="list-style-type: none"> • Use memorized phrases to describe self and other • Imitate cultural gestures in descriptions Presentational <ul style="list-style-type: none"> • Create presentations describing people (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Health
Grade 6-8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
One week	Personality descriptions	<ul style="list-style-type: none"> • TPR (Total Physical response) • Picture and internet images 	<p>Communication</p> <ul style="list-style-type: none"> • Conversations • Interpretation • Presentation <p>Culture</p> <ul style="list-style-type: none"> • Demonstrate understanding between practices and perspectives <p>Connections</p> <ul style="list-style-type: none"> • Reinforce further knowledge of other disciplines through targeted language <p>Comparisons</p> <ul style="list-style-type: none"> • Understanding of nature of language through comparison of targeted language • Comparison of cultures studied <p>Communities</p> <ul style="list-style-type: none"> • Use of language beyond the classroom • Evidence of lifelong learners <p>(Text, Subscriptions, Web-based Programs, Lessons)</p>
One week	Health descriptions	<ul style="list-style-type: none"> • Simulate health issues and describe personal feelings • Describe symptoms • Display emotions • Create dialog to describe health 	
One week	Emotional descriptions	<ul style="list-style-type: none"> • Create questions related to health issues and have students describe emotional state of being • Simulate and create dialog with emotional terminology 	
One week	Medical visits	<ul style="list-style-type: none"> • Create doctor or hospital visits where patients needs to be treated for different illnesses 	

Part B

UNIT: VACATIONS

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Ability to choose adequate vacation resort or location that includes activities a person would enjoy during specific seasons of the year ✓ Knowledge of seasons around the world to plan vacation in accordance to personal preference 		<ul style="list-style-type: none"> ✓ Where would a person vacation during different seasons of the year? ✓ What personal interests are related to organizing a vacation? ✓ What would a person pack for the vacation?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Describe seasonal weather and activities • Attire related to vacations • Seasonal vacation spots • Creating itinerary (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Answer questions about favorite season and weather • Answer questions about activities associated to weather and season • Dialogs Interpersonal <ul style="list-style-type: none"> • Use memorized phrases to answer questions • Create scenarios where exchange of information occurs Presentational <ul style="list-style-type: none"> • Create itinerary and present favorite vacation spot with related season, weather and activities (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Vacation
Grade 6-8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
One week	Review season and weather	<ul style="list-style-type: none"> • Show pictures clips of season and weathers • Create questions of activities during different season • Create poster, power point, describing vacation preference activities 	<p>Communication</p> <ul style="list-style-type: none"> • Conversations • Interpretation • Presentation <p>Culture</p> <ul style="list-style-type: none"> • Demonstrate understanding between practices and perspectives <p>Connections</p> <ul style="list-style-type: none"> • Reinforce further knowledge of other disciplines through targeted language <p>Comparisons</p> <ul style="list-style-type: none"> • Understanding of nature of language through comparison of targeted language • Comparison of cultures studied <p>Communities</p> <ul style="list-style-type: none"> • Use of language beyond the classroom • Evidence of lifelong learners <p>(Text, Subscriptions, Web-based Programs, Lessons)</p>
One week	Review attire and seasons	<ul style="list-style-type: none"> • TPR (Total Physical Responses) label students of picture • Use Pictures clips and images to recall attire • Create fashion show 	
One week	Vacation locations	<ul style="list-style-type: none"> • Use picture clips of different vacation resorts • Describe the accommodations included • Create presentation describing vacation resort with accommodations 	
One week	Activities at resorts	<ul style="list-style-type: none"> • Associate leisure activities with season and different resorts • Describe all amenities associated to resort • Create presentation of the ideal vacation spot with all amenities 	

UNIT: PERSONAL ACTIVITES

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Ability to describe leisure time activities that can enrich a persons' cultural and historical awareness of the society in which they reside ✓ Knowledge to compare their cultural awareness to others 		<ul style="list-style-type: none"> ✓ What cultural locations do you visit to enrich your understanding of your surroundings? ✓ Where do you go for pleasure or entertainment with other that share your interest?
NJCCCS	KNOWLEDGE	SKILLS
<p>7.1 NWLCCCS</p> <p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5</p> <p>7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5</p> <p>7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5</p> <p>(Web links)</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Create and or attend special events • Discuss concerts, movies, museums • Compare youth activities in different countries <p>(Include Web links)</p>	<p>Students will be able to:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • Answer questions about evening and weekend activities • Answer questions with whom you engage with in the activities • Dialogs <p>Interpersonal</p> <ul style="list-style-type: none"> • Ask questions about special events • Ask questions about concerts, movies or museums • Use memorized phrases • Exchange information <p>Presentational</p> <ul style="list-style-type: none"> • Create presentation describing evening, weekend and cultural diversions <p>(Include Web links and Include Lesson Plan Exemplars- Hyperlinks)</p>

Pacing Chart
Unit Personal Activities
Grade 6-8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
One week	Special events and celebrations for young adults	<ul style="list-style-type: none"> • Discuss various year long events • Associate dates with events • Associate activities with events • Create an event with invitation 	<p>Communication</p> <ul style="list-style-type: none"> • Conversations • Interpretation • Presentation <p>Culture</p> <ul style="list-style-type: none"> • Demonstrate understanding between practices and perspectives <p>Connections</p> <ul style="list-style-type: none"> • Reinforce further knowledge of other disciplines through targeted language <p>Comparisons</p> <ul style="list-style-type: none"> • Understanding of nature of language through comparison of targeted language • Comparison of cultures studied <p>Communities</p> <ul style="list-style-type: none"> • Use of language beyond the classroom • Evidence of lifelong learners <p>(Text, Subscriptions, Web-based Programs, Lessons)</p>
One week	Educational and entertaining locations for young adults	<ul style="list-style-type: none"> • Show images of locations with purposes of entertainments • Discuss activities that take place in these locations • Create simulated situations where students discuss likes and dislikes of different locations 	
One week	Interest of young adults	<ul style="list-style-type: none"> • Show videos and situation of activities for young adults • Create simulated real life situations between students discussing personal interest with activities 	

UNIT: SHOPPING

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Knowledge to go to the specific location to purchase specific attire or nourishment. ✓ Ability to compare specialty shops around the world 		<ul style="list-style-type: none"> ✓ What specific stores have your desired merchandise? ✓ What specific stores are most popular in your surroundings or neighborhood?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Clothes purchases • Food purchases • Specialty shops • Comparison of shops in different countries (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Answer questions about specific fashion attire • Answer questions about food preferences • Associate specialty stores with merchandise • Dialogs Interpersonal <ul style="list-style-type: none"> • Ask questions about favorite stores • Exchange store information • Use appropriate phrases for descriptions Presentational <ul style="list-style-type: none"> • Create presentations of specialty stores of foods or clothing • Compare cultural differences (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Shopping
Grade 6-8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
One week	Clothes purchasing	<ul style="list-style-type: none"> Describe clothing with colors and price Create dialog at a clothing store of a customer purchasing a specific clothing item 	<p>Communication</p> <ul style="list-style-type: none"> Conversations Interpretation Presentation <p>Culture</p> <ul style="list-style-type: none"> Demonstrate understanding between practices and perspectives <p>Connections</p> <ul style="list-style-type: none"> Reinforce further knowledge of other disciplines through targeted language <p>Comparisons</p> <ul style="list-style-type: none"> Understanding of nature of language through comparison of targeted language Comparison of cultures studied <p>Communities</p> <ul style="list-style-type: none"> Use of language beyond the classroom Evidence of lifelong learners <p>(Text, Subscriptions, Web-based Programs, Lessons)</p>
One week	Food purchasing	<ul style="list-style-type: none"> Describe groceries found in supermarket Create dialogs shopping for groceries for a family include items and cost 	
One week	Specialty stores	<ul style="list-style-type: none"> Describe specialty stores and locations Identify purpose of stores Create a specialty store in class for purpose of understanding 	
One week	Comparisons	<ul style="list-style-type: none"> Show videos, pictures, of different countries that have made specialty stores that help the economy 	

UNIT: TRANSPORTATION

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Knowledge of appropriate means of transportation to travel to different parts of the world. ✓ Knowledge to compare different forms of transportation for travel 		<ul style="list-style-type: none"> ✓ What form of transportation is adequate desired vacation? ✓ What attire should be included in packing for vacation or road trip?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Packing for a trip • Different forms of transportations • Transportation accommodations • Compare differences (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Answer questions about travel plans • Answer questions about different forms of transportations • Dialog most efficient form of travel Interpersonal <ul style="list-style-type: none"> • Ask questions about the benefits related to all forms of transportations in accordance with point of departure with the destination and return Presentational <ul style="list-style-type: none"> • Create poster, power point presentation about best method of transportation for several locations • Compare differences found in different countries (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Transportation
Grade 6-8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
One week	Transportations	<ul style="list-style-type: none"> • Show different forms of transportation associated with travel • Create posters with transportations to travel around the world from one location • Write letters of recommendations 	<p>Communication</p> <ul style="list-style-type: none"> • Conversations • Interpretation • Presentation <p>Culture</p> <ul style="list-style-type: none"> • Demonstrate understanding between practices and perspectives <p>Connections</p> <ul style="list-style-type: none"> • Reinforce further knowledge of other disciplines through targeted language <p>Comparisons</p> <ul style="list-style-type: none"> • Understanding of nature of language through comparison of targeted language • Comparison of cultures studied <p>Communities</p> <ul style="list-style-type: none"> • Use of language beyond the classroom • Evidence of lifelong learners <p>(Text, Subscriptions, Web-based Programs, Lessons)</p>
One week	Accommodations of transportations	<ul style="list-style-type: none"> • Show pictures of sleeping accommodations found on planes, trains, and busses • Describe conveniences • Create poster presentations displaying pros and cons of accommodations 	
One week	Essential materials and supplies for extended stay	<ul style="list-style-type: none"> • Explain with pictures and images of supplies and materials needed for travel • Show video of travel and itinerary 	
One week	Transportation comparisons in different parts of the world	<ul style="list-style-type: none"> • Compare travel in the US to other parts of the world • Compare young adult preferences • Student research and present differences found between countries 	

UNIT: DAILY ROUTINES

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Ability to create a routine that protects and nourishes a person health and state of being for a longer life span ✓ Awareness to compare and respect different routines and activities used around the world 		<ul style="list-style-type: none"> ✓ What daily routines or activities improve a healthy life? ✓ How would you compare your personal routines to others?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Body parts • Daily routine activities • Comparisons of youth around the world (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • TPR body parts • Label each other to recall vocabulary • Answer questions about daily routines • Dialogs about activities Interpersonal <ul style="list-style-type: none"> • Ask questions about daily routines • Give gestures and appropriate intonations • Exchange information between students Presentation <ul style="list-style-type: none"> • Create presentation comparing students around the world (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Daily Routines
Grade 6-8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
One week	Body parts internal and external	<ul style="list-style-type: none"> • Use student as a model to label interior and exterior body parts • Associate activities for healthy living • Describe picture 	<p>Communication</p> <ul style="list-style-type: none"> • Conversations • Interpretation • Presentation <p>Culture</p> <ul style="list-style-type: none"> • Demonstrate understanding between practices and perspectives <p>Connections</p> <ul style="list-style-type: none"> • Reinforce further knowledge of other disciplines through targeted language <p>Comparisons</p> <ul style="list-style-type: none"> • Understanding of nature of language through comparison of targeted language • Comparison of cultures studied <p>Communities</p> <ul style="list-style-type: none"> • Use of language beyond the classroom • Evidence of lifelong learners <p>(Text, Subscriptions, Web-based Programs, Lessons)</p>
One week	Daily routine activities	<ul style="list-style-type: none"> • TPR daily routines and activities • Picture clips with positive routines • Create dialogs including routines • Create an exercise chart that would improve a persons health 	
One week	Comparisons	<ul style="list-style-type: none"> • Show routines and activities young adults do around the world • Role play with questions and answer about routines and health • Create a poster or power point comparing young adults routines in different countries 	