

Hillside Township School District

WORLD LANGUAGE LEVEL ONE

**Grades
9-12**

Curriculum Contributors:

Supervisor

Obinna Emenaka, Math

Nagwa Fayed, Math

Lois Bohm, Language Arts

Lisa Corona, Science

Directors

Zende Clark, Secondary Education

Grace Conway, Elementary Education

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Table of Contents

<u>Section</u>	<u>Page</u>
Mission Statement	3
Academic Overview	3
Affirmative Action Compliance Statement	3
New Jersey World Language Core Curriculum Content Standards	4
Communicative Modes with Performance Levels	4
Units and Pacing Charts	5-25

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 a basic proficient first year 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.

UNIT: GREETINGS, DESCRIPTIONS, WEATHER

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Ability to engage and sustain comprehensive introductory conversation with native speaker ✓ Understanding to follow directions and identify descriptions 		<ul style="list-style-type: none"> ✓ How do you greet and introduce yourself to different individuals? ✓ What classroom commands and classroom items are found in an educational setting? ✓ What weather patterns are associated with specific seasons?
NJCCCS	KNOWLEDGE	SKILLS
<p>7.1 NJWLCCCS</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.6</p> <p>7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5</p> <p>7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4 7.1.NH.C.5 (Web links)</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Greetings and Introductions • Numbers • Body parts • Classroom items • Dates • Seasons and weather <p>(Include Web links)</p>	<p>Students will be able to:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • Answer questions like greetings and self descriptions • Identify and count items • Answer questions about important dates • Describe weather • Dialogs of introductions • TPR <p>Interpersonal</p> <ul style="list-style-type: none"> • Ask introductory questions • Prove correct number of items • Discuss classroom people and objects <p>Presentation</p> <ul style="list-style-type: none"> • Present information about self and others using images or photos • Create in writing an informative message <p>(Include Web links and Include Lesson Plan Exemplars- Hyperlinks)</p>

Pacing Chart
Unit Greetings, Descriptions, Weather
Grade 9-12

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
ONE WEEK	Greetings and introductions	<ul style="list-style-type: none"> • Questions and answers • Dialogs • Listen to authentic introduction 	<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	Body parts	<ul style="list-style-type: none"> • TPR self and others • Labels body images • Play games 	
ONE WEEK	Classroom items	<ul style="list-style-type: none"> • Label the classroom items with usage • Discus usages of items • Compare the items used in different academic classes 	
ONE WEEK	Numbers	<ul style="list-style-type: none"> • Count the people and items located in the classroom • Use images and posters to recall the number • 	
ONE WEEK	Dates	<ul style="list-style-type: none"> • Use a calendar to discuss days of the week • Use students as the days of the week • Use songs to remember months, days • Discuss important dates (birthdays, holidays) 	
ONE WEEK	Seasons weather	<ul style="list-style-type: none"> • Use weather maps and images, weather forecast to discuss weather • Associate weather with specific seasons during the year • Discuss the different seasons around the world 	

UNIT: FRIENDS AND SELF

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Creating informative and inquisitive questions enrich conversational skills for real life situations ✓ Compare and contrast their activities to young adults of different backgrounds 		<ul style="list-style-type: none"> ✓ What leisure activities do you do during different seasons? ✓ What personal descriptions relate to your activities
NJCCCS	KNOWLEDGE	SKILLS
<p>7.1 NJWLCCCS</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.6</p> <p>7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5</p> <p>7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4 7.1.NH.C.5</p> <p>(Web links)</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Leisure Activities • Expressions of agreement and disagreements • Personality traits • Cultural understanding 	<p>Students will be able to:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • Read and listen about leisure activities • Recognize phrases to answer specific leisure activities preferences <p>Interpersonal</p> <ul style="list-style-type: none"> • Dialog with cultural gestures and expressions <p>Presentational</p> <ul style="list-style-type: none"> • Present leisure activities most popular between young adults <p>(Include Web links and Include Lesson Plan Exemplars- Hyperlinks)</p>

Pacing Chart
Unit Friends and Self
Grade 9-12

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
ONE WEEK	Leisure activities	<ul style="list-style-type: none"> • Picture clips • Demonstrate activities • Discuss and include locations of 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	Expressions of agreement and disagreements	<ul style="list-style-type: none"> • Show images of different emotional expressions • Mimic and use cultural expressions • Identify images 	
ONE WEEK	Personality traits	<ul style="list-style-type: none"> • TPR personality traits • Ask questions of personal traits • Listen to other descriptions • Show images for identification 	
ONE WEEK	Cultural comparisons	<ul style="list-style-type: none"> • Listen to dialog of other describing their leisure time • Ask to list differences and similarities • Create dialog with their information 	

UNIT: SCHOOL

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
✓ Knowledge to discuss and compare typical school routines with other cultures.		✓ How is your schedule different from another classmate? ✓ What activities do you enjoy most in the learning environment?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.6 7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4 7.1.NH.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • School schedules • School subject • School activities • Classroom descriptions • Cultural differences (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Listen and watch school description of school day with subject and activities • Read and discuss school days • Describe picture related to school activities • Use appropriate cultural gestures Interpersonal <ul style="list-style-type: none"> • Talk about school day routines • Talk about classes and activities • Use intonations in descriptions Presentational <ul style="list-style-type: none"> • Tell through presentation with images a typical school day (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit School
Grade 9-12

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
ONE WEEK	School schedules	<ul style="list-style-type: none"> • Show a typical school schedule • Discuss time schedules • Compare different school schedules 	<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 subjects	<ul style="list-style-type: none"> • Use images to relate to school subjects • Discuss activities related to each subject • Recall classroom materials related to different subjects • Identify subjects from sample schedule 	
ONE WEEK	School activities	<ul style="list-style-type: none"> • Discuss activities related to school • Show images resembling activities 	
ONE WEEK	Classroom descriptions	<ul style="list-style-type: none"> • Label classroom • Describe items with usages • Indicate locations of items in proximity to the board • Create a classroom with labels 	
ONE WEEK	Cultural differences	<ul style="list-style-type: none"> • Show and discuss classroom around the world • Stress differences found 	

UNIT: FOOD

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Appreciate foods and beverages consumed by self and others in different cultures. ✓ Incorporate nutritional meals and exercise plan to maintain good health 		<ul style="list-style-type: none"> ✓ What foods have most nutritional values? ✓ What exercise plan combined with nutritional food will maintain good health?
NJCCCS	KNOWLEDGE	SKILLS
<p>7.1 NJWLCCCS</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.6</p> <p>7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5</p> <p>7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4 7.1.NH.C.5</p> <p>(Web links)</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Foods and beverages • Nutritional food pyramids • Association between food, health and exercises • Cultural differences and similarities <p>(Include Web links)</p>	<p>Students will be able to:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • Read and listen to different food descriptions for comprehension • Identify activities related to health • Dialogs • Answer questions about foods <p>Interpersonal</p> <ul style="list-style-type: none"> • Discuss foods and their nutrients • Use memorized phrases and gestures • TPR foods and exercises <p>Presentational</p> <ul style="list-style-type: none"> • Presentation of food pyramid with nutritional value • Presentation of routine to maintain good health with foods and activities <p>(Include Web links and Include Lesson Plan Exemplars- Hyperlinks)</p>

Pacing Chart
Unit Foods
Grade 9-12

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
ONE WEEK	Foods and beverages	<ul style="list-style-type: none"> • Show images of foods related to different meals • Show images of beverages • Discuss food preparations • Talk about favorite foods and preparations for various meals 	<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	Nutritional pyramid	<ul style="list-style-type: none"> • Discuss food groups • Explain nutritional value • Categorize foods into pyramid • Create a nutritional diet 	
ONE WEEK	Exercises	<ul style="list-style-type: none"> • TPR activities • Create games with exercises • Associate exercises to specific health issues • Create exercise plan 	
ONE WEEK	Cultural differences	<ul style="list-style-type: none"> • Compare different exercises plans in other countries • Compare food preparation differences 	

UNIT: HOBBIES

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Knowledge to discuss leisure activities with appropriate locations. ✓ Demonstrate and describe leisure activities taking place in different countries 		<ul style="list-style-type: none"> ✓ What leisure activities can you do during the week and on weekends? ✓ What locations specialize in leisure activities?
NJCCCS	KNOWLEDGE	SKILLS
<p>7.1 NJWLCCCS</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.6</p> <p>7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5</p> <p>7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4 7.1.NH.C.5</p> <p>(Web links)</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Different location in towns • Activities associated with locations • Leisure activities alone or with other • Description of events • Culture <p>(Include Web links)</p>	<p>Students will be able to:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • Read and listen to conversations discussing locations and activities • Identify and demonstrate locations • Answer questions about locations • Dialogs <p>Interpersonal</p> <ul style="list-style-type: none"> • Ask question related to different locations • Ask questions about activities taking place • Discuss invitations (creating, accepting, declining) <p>Presentation</p> <ul style="list-style-type: none"> • Create and present an invitation with all specifics • Present different leisure activities around the world <p>(Include Web links and Include Lesson Plan Exemplars- Hyperlinks)</p>

Pacing Chart
Unit Hobbies
Grade 9-12

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
ONE WEEK	Locations	<ul style="list-style-type: none"> • Picture clips with descriptions • Location descriptions • Picture association 	<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	Activities	<ul style="list-style-type: none"> • Discuss activities that take place before and after school • Discuss when activities take place • Meet friends who share same interest 	
ONE WEEK	Leisure activities	<ul style="list-style-type: none"> • Associate leisure activities with convenient locations • Discuss appropriate days and times to get involved • Talk about friends with similar interest • Pictures games 	
ONE WEEK	Events	<ul style="list-style-type: none"> • Discuss the specifics included in invitation • Point out the different event invitations • Create an invitation 	
ONE WEEK	Cultural	<ul style="list-style-type: none"> • Compare leisure activities in other countries • Compare locations where activities take place 	

UNIT: CELEBRATIONS

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
✓ Understand cultural family perspective with celebrations.		✓ What family descriptions make everyone unique? ✓ Which celebrations unite family and friends?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.6 7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4 7.1.NH.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Family members • Family gathering and Celebrations • Possessions • Culture (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Read and listen to family descriptions • Watch video about family descriptions • Answer questions about family members Interpersonal <ul style="list-style-type: none"> • Ask questions about family and celebrations • Ask questions about possessions Presentational <ul style="list-style-type: none"> • Write and present family and family gatherings • Compare family values and celebrations (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Celebrations
Grade 9-12

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
ONE WEEK	Family members	<ul style="list-style-type: none"> • Show family tree, images of family with labels • TPR with students and create a family in class • Describe family features including age and appearances 	<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	Family celebrations	<ul style="list-style-type: none"> • Discuss family celebrations (religious and non religious) • List essential needed to have celebrations • Discuss invitation • Write about a family celebration 	
ONE WEEK	Possessions	<ul style="list-style-type: none"> • TPR possession • Indicate all possessions • Discuss ownership of items 	
ONE WEEK	Culture	<ul style="list-style-type: none"> • Listen to dialog of other describing celebrations • Ask to list differences and similarities • Create dialog with their information 	

UNIT: HOME

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
✓ Ability to explain living quarters with furnishing, electronics, and activities		✓ What are the most convenient residences? ✓ What leisure and obligated activities are most appealing?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.6 7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4 7.1.NH.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Bedroom furniture • Electronic equipment • Home structures • Room and furniture • Chores of a home (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Listen to home descriptions with activities • Read home descriptions of real estate • Watch videos with descriptions for comprehension • Dialogs Interpersonal <ul style="list-style-type: none"> • Talk about rooms, furnishings, and homes. • Talk about electronics and purposes • Give advice Presentational <ul style="list-style-type: none"> • Presentation of home description • Write letters describing home • Create floor plan with illustrations (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Home
Grade 9-12

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
ONE WEEK	Bedroom	<ul style="list-style-type: none"> • Label furnishings and purposes • Explain activities • Discuss importance of having a private location 	<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	Electronics	<ul style="list-style-type: none"> • Label electronics with usages • Distinguish most import • Label were electronics are most needed 	
ONE WEEK	House	<ul style="list-style-type: none"> • Discuss apartments • Discuss house • Label Picture clips • Compare different living quarters • Create floor plan of a home 	
ONE WEEK	Rooms and furniture	<ul style="list-style-type: none"> • Discuss all the rooms in a home • Label all the furnishings with purposes • Label electronics 	
ONE WEEK	Chores	<ul style="list-style-type: none"> • Discuss family chores • Show rooms and chores associated with each room • Explain the families participation in family chores 	

UNIT: SHOPPING

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
✓ Specialty shops permit consumers to purchase gifts for precise events.		✓ What gifts are appropriate for specific events? ✓ What attires are appropriate for special occasions?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.6 7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4 7.1.NH.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Clothing • Shopping • Gifts (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Read and listen to people shopping • Read advertisements • Answers questions about shops and gifts • Dialog Interpersonal <ul style="list-style-type: none"> • Talk about shopping and preferred locations • Discuss gifts, and fashion • Discuss fashion in other countries Presentational <ul style="list-style-type: none"> • Create report about shopping and becoming a good consumer • Write and present clothing advertisement (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Shopping
Grade 9-12

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
ONE WEEK	Clothing	<ul style="list-style-type: none"> • Show clothing images with descriptions • Associate clothing with seasons and activities • Associate clothing with appropriate locations • Describe favorite attire 	<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	Gifts	<ul style="list-style-type: none"> • Associate gift with celebration • Know the person for whom the gift belongs • Picture clips with suggested gifts for various occasions 	
ONE WEEK	Shopping	<ul style="list-style-type: none"> • Display a shopping center and label specialty stores • Discuss purposes of specialty stores • Know appropriate gift • Create dialogs between customer and merchants 	
ONE WEEK	Culture	<ul style="list-style-type: none"> • Listen to dialog of other describing shopping centers • Ask to list differences and similarities • Create dialog with their information 	

UNIT: VACATION AND COMMUNITY

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Geography and location influences a person vacation choice. ✓ Becoming involvement in community services, help the people and environment. 		<ul style="list-style-type: none"> ✓ What vacation spot would include your favorite leisure activities? ✓ What community involvement is most beneficial in your surroundings?
NJCCCS	KNOWLEDGE	SKILLS
<p>7.1 NJWLCCCS</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.6</p> <p>7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5</p> <p>7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4 7.1.NH.C.5</p> <p>(Web links)</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Vacation spots • Vacation activities • Location spots to visit • Community involvement • Cultural <p>(Include Web links)</p>	<p>Students will be able to:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • Read and listen about different vacation locations related to different seasons and enjoyed activities • Dialog preferences • Listen to informative reports <p>Interpersonal</p> <ul style="list-style-type: none"> • Talk about vacation and activities • Talk about community involvement • Ask questions about vacations and community <p>Presentation</p> <ul style="list-style-type: none"> • Create presentation of vacation or community involvement with activities <p>(Include Web links and Include Lesson Plan Exemplars- Hyperlinks)</p>

Pacing Chart
Unit Vacation and Community
Grade 9-12

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
ONE WEEK	Vacation spots	<ul style="list-style-type: none"> • Picture clips of resorts • Labels the amenities 	<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	Vacation activities	<ul style="list-style-type: none"> • Images of activities • Locations available for activities alone and in groups • Discuss itinerary 	
ONE WEEK	Places to visit on vacation	<ul style="list-style-type: none"> • Show places like museums, famous parks, that spark cultural interest • Activities associated with specific places • Cultural awareness 	
ONE WEEK	Community involvement	<ul style="list-style-type: none"> • Show locations in community where people could volunteer their help • Create organizations to help community • Survey the needs of the community 	
ONE WEEK	Cultural	<ul style="list-style-type: none"> • Listen to dialog of other describing their leisure time • Ask to list differences and similarities • Create dialog with their information 	

UNIT: TECHNOLOGY AND COMMUNICATION

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
✓ Knowing technology and communications educates society to be prepared for this ever changing world.		✓ What theater and television topics sell the most? ✓ What technology is used mostly by consumers?
NJCCCS	KNOWLEDGE	SKILLS
7.1 NJWLCCCS 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.6 7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4 7.1.NH.C.5 (Web links)	Students will know: <ul style="list-style-type: none"> • Movies and television programs • Media entertainment • Technology • Culture (Include Web links)	Students will be able to: Interpretive <ul style="list-style-type: none"> • Watch programs for comprehension • Read about media entertainment • Read and listen to technology explanations and importance's • Dialogs Interpersonal <ul style="list-style-type: none"> • Talk about media • Talk about technology • Ask questions about media and technology Presentational <ul style="list-style-type: none"> • Present favorite movie or television program describing the people and the situations • Write a script (Include Web links and Include Lesson Plan Exemplars- Hyperlinks)

Pacing Chart
Unit Technology and Communications
Grade 9-12

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
ONE WEEK	Movies	<ul style="list-style-type: none"> • Show movie titles with characters and topics • Categorize movies according to topics • Discuss theaters and audiences • Describe favorite movie 	<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	Television programs	<ul style="list-style-type: none"> • Discuss television programs and their categories • Discuss commercials and time slots • Present favorite show 	
ONE WEEK	Media entertainment	<ul style="list-style-type: none"> • Discuss media gossip for favorite artist and actresses • Explain important of entertainment • Present favorite artist with biography 	
ONE WEEK	Technology	<ul style="list-style-type: none"> • Discuss and explain importance of technology in this 21st century society • Explain importance of having most up to date releases • Discuss dependency of technology • Present favorite equipment and purposes 	
ONE WEEK	Culture	<ul style="list-style-type: none"> • Listen to dialog of other describing their leisure time • Ask to list differences and similarities • Create dialog with their information 	