

Section 1: : INTRODUCTION OF THE LANGUAGE (19 Days)

Big Idea: Communication is the ability to understand and be understood in a real-world context.

Enduring Understandings:

- *Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- *Interpreting spoken and written language is essential to good communication and building rapport.

Essential questions:

- *How do I develop communicative competence?
- *What strategies do I need to communicate in linguistically & culturally appropriate ways?
- *How does context determine usage?
- *What can we learn about our own language & culture from studying another?
- *Why do people from different cultures sometimes say, write, and do things differently from the way I do things?
- *How do cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?

SECTION VOCABULARY

- *Alphabet
- *Introductions / Greetings / Leave*takings
- *Numbers (Cardinal / Ordinal)
- *Date / Day
- *Weather / Seasons

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Alphabet / Sound System of target language	4	Identify vowel/consonant sounds in target language an compare & contrast with the English alphabet	7.NM.A.1 7.NM.B.2 7.NM.C.1	9.1.12.A.1 9.1.12.B.2 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Paired Activity, Ask one's name & its spelling. *Choral repetition of alphabet. *Spelling bee. *Dictation	*Teacher observation. *Aural/Oral discrimination. *Oral recitation of alphabet and spelling of one's name and words based on lesson.	*Lectures coupled with graphic organizers * Varying Organizers *Teams, Games, Smart board activities
Introductions / Greetings / Leave-takings	4	Introduce, greet one another, and take leave of others with the appropriate level of address.	7.NM.A.1 7.NM.A.2 7.NM.A.4 7.NM.B.2 7.NM.C.4	9.1.12.A.1 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2	*Chorally repeat in response to verbal cues. *Create & share dialogues with correct level of address. *Participate in directed dialogues.	*Oral & written assessment in response to verbal or written cues.' *Present dialogues to class *Teacher observation based on assignment.	

			Content	Technology &			
--	--	--	---------	--------------	--	--	--

Topic	Number of Days	Goals & Objectives	Goals as per NJCCCS	Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Numbers 0 to 1 million	5	Identify vowel/consonant sounds in target language and compare & contrast with the English alphabet	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.2 7.NM.B.3 7.NM.B.4 7.NM.C.1 7.NM.C.3	9.1.12.A.1 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*state & write simple math equations. *Create a dialogue including age, birthday, address & phone number. *Number bee. *Choral repetition	*Teacher observation based on lesson. *Written assessment in response to verbal & written cues. *Present dialogues to class.	*Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Use of collaboration, independence & cooperation. *Teams, Games, open-ended, and Smart board activities.
Time vocabulary (including 24 hour clock) Date/Day vocabulary Weather vocabulary Season vocabulary	6	Ask & state time, date, weather, and seasons.	7.NM.A.1 7.NM.A.3 7.NM.A.4 7.NM.A.8 7.NM.B.1 7.NM.B.4 7.NM.B.6 7.NM.C.2 7.NM.C.3 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Choral repetition. *Create clocks & use in response to verbal cues. *Create class schedule, which includes time, and days of the week. *Identify weather & seasons presented visually using Google Maps. Compare & contrast seasons in target language country & its territories. Using the internet, find the weather forecast for a city in target language country.	*Oral presentation of schedule based on lesson. * Written assessment in response to verbal & written cues. *Create & present a weather report depicting weather & Seasons in various cities of target language country.	*Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.

Section 2: : PERSONAL IDENTITY (29 Days)

Big Idea: Communication is the ability to understand and be understood in a real-world context.

Language and culture are mutually dependent. Being equipped with the proper tools for communicating in another language will give the speaker the motivation and opportunity to hold conversations with others in the target language.

Enduring Understandings:

- *Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- *Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).
- *Comparing English with other languages is important to understanding the nature of language and their cultures.
- *Appreciating and understanding the variety of cultures that exist in a society enriches that society.

Essential questions:

- *How do I develop communicative competence?
- *What strategies do I need to communicate in linguistically & culturally appropriate ways?
- *How does context determine usage?
- *What can we learn about our own language & culture from studying another?
- *Why do people from different cultures sometimes say, write, and do things differently from the way I do things?
- *How does the content of the world languages classroom help me understand who I am and the world in which I live?

SECTION VOCABULARY

- | | | |
|---------------------------|----------------------------------|------------------------------|
| *Gender & number of nouns | *Definite / Indefinite Articles | *Commonly used regular verbs |
| *Adjectives (descriptive) | *Expressions of likes / dislikes | |
| *Nationality | *Question words | |

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Gender & Number & Adjective Agreement	8	Discriminate between the gender & number of nouns & adjectives	7.NM.A.1 7.NM.A.4 7.NM.A.8 7.NM.B.1 7.NM.B.3 7.NM.B.6 7.NM.C.2 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*State gender & number of nouns & adjectives based on endings. *Written practice. *change selected nouns & adjectives from singular to plural both orally & in writing. *Matching adjectives with nouns based on gender & number.	*Teacher observation based upon daily or weekly activities. *Written assessment in response to visual cues.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Definite / Indefinite Articles	4	Introduce, greet one another, and take leave of others with the appropriate level of address.	7.NM.A.1 7.NM.A.3 7.NM.A.4 7.NM.B.3 7.NM.B.4 7.NM.B.5 7.NM.C.2 7.NM.C.3	9.1.12.A.1 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2	*Chart organizer for definite & indefinite articles. *Indicate correct gender & number of articles in response to visual cues.	*Match definite/indefinite article with appropriate noun. *Teacher observation based on assignment.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.

SECTION 2: PERSONAL IDENTITY

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Express likes & dislikes	5	Discriminate between the gender & number of nouns & adjectives	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.A.4 7.NM.B.1 7.NM.B.2 7.NM.B.3 7.NM.B.4 7.NM.C.2 7.NM.C.3	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Choral repetition. *Paired Activity: expressing likes & dislikes as related to foods, sports, 7 activities in school subjects. *Survey class regarding likes & dislikes and display in graph form.	* Aural/Oral assessment using target language. *Written assessment in response to written & oral cues. *Teacher observation based upon daily or weekly activities.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Simple sentences / Questions that describe nouns	4	Create and respond to simple phrases, questions, & sentences which describe people, places, things & events with some details.	7.NM.A.1 7.NM.A.3 7.NM.A.4 7.NM.B.1 7.NM.B.3	9.1.12.A.1 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2	* Paired Activity: Describe a classmate to the class. The class guesses who he/she is. *Write a brief paragraph describing oneself. *Choral repetition.	*Written/oral assessment based on visual & verbal cues. *Teacher observation based on assigned activities.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.

SECTION 2: PERSONAL IDENTITY

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Historic, Economic & Geographical Features	3	Identify and describe the historic, economic & geographical features of target language country.	7.NM.A.1 7.NM.A.4 7.NM.A.8 7.NM.B.4 7.NM.B.6 7.NM.C.3 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Identify regions on a map and their capitals for target language country. *Paired Activity: Identify given historic figures. *Using the internet access information on target language country or its territories. *Choose a city in target language country and prepare an outline of its cultural attractions.	* Oral & written presentation of selected aspects of target language country or its territories. *Written assessment based on written & oral cues. *Teacher observation based upon daily or weekly activities.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Describing oneself using the verb "to be"	5	State one's nationality, origin, occupation, and one's location using the verb "to be"	7.NM.A.1 7.NM.A.3 7.NM.A.4 7.NM.A.8 7.NM.B.3 7.NM.B.4 7.NM.B.6 7.NM.C.2 7.NM.C.3 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2	*Choral repetition. * Identify location and occupation in response to visual cues. *Group activity: Play "who am I" using classmates and celebrities.	*Written assessment based on written and/or verbal cues. *directed dialogue incorporating origin and nationality. *Teacher observation based on assigned activities.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.

Section 3: : SCHOOL LIFE (34 Days)

Big Idea: The academic lives of students in other countries are both similar and different than those of American students.

Enduring Understandings:

- *Interpreting spoken and written language is essential to good communication and building rapport.
- *Making interdisciplinary connections as one reads, writes, speaks, or listens in another language, allows one to acquire knowledge, reinforce concepts, and gain new perspectives.
- *Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.

Essential questions:

- *How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products & social practices?
- *How does interpreting spoken and written language help to build good communication and rapport with others?
- *What can we learn about our own language & culture from studying another?
- *How do I develop communicative competence?
- *How do I know that I am getting better in using language in real-world situations?
- *How does content determine usage?
- *When does accuracy matter?

SECTION VOCABULARY

- | | | |
|------------------------------|--------------------------------|-------------|
| *Classroom & School Objects | *Commonly used reflexive verbs | *Imperative |
| *School subjects | *Stem changing verbs | |
| *Commonly used regular verbs | *Ordinal Numbers | |

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Classroom objects vocabulary	5	Describe contents of the classroom.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.2 7.NM.B.3 7.NM.B.4 7.NM.C.2 7.NM.C.3 7.NM.C.4	9.1.12.A.1 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Identification drill using flashcards and manipulatives. *Crosswords. *Paired Activity: Discuss needs and usage of classroom objects. *Interactive activities & projects such as "at the stationary", or "in my bag..."	*Teacher observation based upon daily or weekly activities. *Written assessment in response to visual cues.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Imperative, Familiar & Formal	4	Respond to and initiate simple commands.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2 7.NM.C.3	9.1.12.A.1 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	* Choral repetition TPR: Physically respond to teacher-directed commands. *Paired Activity: partners will physically respond to student-directed commands	* Written assessment in response to oral cues. *Teacher observation based on assignment.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.

Section 3: SCHOOL LIFE

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Classes / Order Words / Ordinal numbers	5	Talk about classes and the sequencing of events.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.2 7.NM.B.3 7.NM.B.4 7.NM.C.2 7.NM.C.3 7.NM.C.4	9.1.12.A.1 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Compare & contrast high school in the US v. target language country & its territories. *Crosswords. *Paired Activity: Interview a classmate regarding one's daily school/class schedule. *Create a class schedule.	*Written/Oral presentation of schedule. *Written assessment in response to verbal / visual cues.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Present tense verbs Regular Irregular Stem-changing Reflexive verbs	20	Respond to and initiate simple commands.	7.NM.A.1 7.NM.A.4 7.NM.A.8 7.NM.B.1 7.NM.B.3 7.NM.B.6 7.NM.C.2 7.NM.C.6	9.1.12.A.1 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Choral repetition *TPR: Physically respond to teacher-directed commands. *Paired Activity: Create a dialogue related to everyday activities. *Cooperative activity: In groups of 3 or 4, students will create and act out dialogue.	* Written assessment in response to verbal cues. *Teacher observation of students' performance in response to visual & oral cues.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.

Section 4: FOOD (10 Days)

Big Idea: Language and culture are mutually dependent. Being better equipped to communicate in another language and being familiar with the culture of a different country will allow to speaker the opportunity to better enjoy different activities and experiences in other countries.

Enduring Understandings:

- *Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- *Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.
- *Comparing English with other languages is important to understanding the nature of language and their cultures.

Essential questions:

- *How does where you live affect what you eat?
- *How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products & social practices?
- *How do I develop communicative competence?
- *What role does stereotyping play in forming and sustaining prejudices about other cultures?
- *How do I know that I am getting better in using language in real-world situations?
- *What strategies do I need to communicate in linguistically & culturally appropriate ways?
- *Why can one not translate directly from English to target language / target language to English?
- *What can we learn about our own language & culture from studying others?
- *How does content help me respond to important questions that extend my learning beyond the classroom?

SECTION VOCABULARY

- *Food
- *Idiomatic expressions for ordering food
- *Regions of target language country and their cuisine

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Food vocabulary & Ordering in a restaurant	8	Talk about food and order a meal in a restaurant.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.A.4 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.1 7.NM.C.3 7.NM.C.4	9.1.12.A.1 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Choral repetition *Create & role-play an authentic restaurant scene. *Identification drill using flashcards & manipulatives	*Presentation of restaurant scene *Teacher observation based upon daily or weekly activities. *Written/oral presentation of menu.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Cuisine of target language country	2	Identify cuisine of target language country.	7.NM.A.2 7.NM.A.4 7.NM.A.8 7.NM.B.4 7.NM.B.6 7.NM.C.3 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3	*Create a menu Using the internet, find and describe a regional recipe from target language country. *Compare & contrast eating habits of Americans and people in target language country.	* Written assessment based on written cues. *Teacher observation based on assignment.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation.

9.1.12.E.1
9.1.12.F.2

* Teams, Games, open-ended, and Smart board activities.

Section 5: FAMILY & THE HOME (17 Days)

Big Idea: Communication is the ability to understand and be understood in a real-world context. Being equipped with the proper tools for communicating in another language will give the speaker motivation and opportunity to hold conversations with others in the target language.

Enduring Understandings:

- *Cultural variations influence family structure, rites of passage, social etiquette, and communication skills.
- *Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).
- *Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.
- * Appreciating and understanding the variety of cultures that exist in a society enriches that society.

Essential questions:

- *How does culture affect family dynamics?
- *How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products & social practices?
- *How do I develop communicative competence?
- *How is language a product of a culture?
- *How does context determine usage?
- *What strategies do I need to communicate in linguistically & culturally appropriate ways?
- *Is knowledge of grammar rules essential for communication?
- *What distinguishes a fluent foreigner from a native speaker?
- *Why do people from different cultures sometimes say, write and do things differently from the way I do them?

SECTION VOCABULARY

*Family
*Possessive adjectives

*Animals
*Rooms & Furniture

*Colors

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Family vocabulary	5	Express family relationships	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.A.8 7.NM.B.1 7.NM.B.2 7.NM.B.3 7.NM.B.4 7.NM.B.6 7.NM.C.1 7.NM.C.3 7.NM.C.4 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Choral repetition *Create a family tree. *Paired Activity: Students interview each other about their respective families.	*Presentation of family tree *Teacher observation based upon daily or weekly activities. *Written assessment in response to visual or verbal cues.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Possessive Adjectives	3	Express ownership and show possession.	7.NM.A.1 7.NM.A.4 7.NM.A.8 7.NM.B.1 7.NM.B.3 7.NM.B.6 7.NM.C.2 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3	*Paired Activity: At a lost & found, identify owners of various objects. *Create a graphic organizer of possessive adjectives. *Chart organizer of possessive adjectives	* Written assessment based on written cues. *Teacher observation based on assignment.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation.

				9.1.12.E.1 9.1.12.F.2			* Teams, Games, open-ended, and Smart board activities.
--	--	--	--	--------------------------	--	--	---

Section 5: FAMILY & THE HOME

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Pets / animal vocabulary	2	Identify and describe selected animals & pets	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.A.8 7.NM.B.1 7.NM.B.2 7.NM.B.3 7.NM.B.4 7.NM.B.6 7.NM.C.1 7.NM.C.3 7.NM.C.4 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Choral repetition * Identification drill using flashcards & manipulatives. *Listening activity: Identify animals in response to aural cues.	*Presentation of family tree *Teacher observation based upon daily or weekly activities. *Written assessment in response to visual or verbal cues.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Rooms in a house and furnishings	7	Identify the rooms in a house and furniture	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.A.8 7.NM.B.1 7.NM.B.2 7.NM.B.3 7.NM.B.4 7.NM.B.6 7.NM.C.1 7.NM.C.3 7.NM.C.4 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Describe & identify the rooms of their home using colors and furniture. *Choral repetition *Crossword. *Prepare a poster/video showing the rooms in one's house and furniture. *Compare & contrast homes in target language country with American homes.	*Written assessment based on written and oral cues. *Presentation of poster/video. *Create a dream house and present it to the class. *Teacher observation based on assignment.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.

Section 5: CLOTHING AND THE BODY (31 Days)

Big Idea: Being better equipped to communicate in another language and being familiar with the culture of a different country will allow the speaker the opportunity to better enjoy different activities and experiences in other countries and communicate more effectively in practical and urgent situations.

Enduring Understandings:

- *When cultures are compared it is evident that they are both unique and similar.
- *Comparing English with other languages is important to understanding the nature of language and their cultures.
- *Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- *Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).
- *Interpreting spoken and written language is essential to good communication and building rapport.

Essential questions:

- *How do cultural traditions influence social etiquette and styles within a community?
- *How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products & social practices?
- *How do I develop communicative competence?
- *How is language a product of a culture?
- *How do I know that I am getting better in using language in real-world situations?
- *What strategies do I need to communicate in linguistically & culturally appropriate ways?
- *Is knowledge of grammar rules essential for communication?
- *What distinguishes a fluent foreigner from a native speaker?
- *Why do people from different cultures sometimes say, write and do things differently from the way I do them?
- *Why can one not translate directly from English to target language / target language to English?

SECTION VOCABULARY

- *Clothing
- *Body parts
- *Idiomatic Expressions with the verb "to have"
- *Feelings, emotions, & attitudes
- *Demonstrative adjectives
- *Euro/exchange rate

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Clothing vocabulary	10	Shop for clothing	7.NM.A.1 7.NM.A.3 7.NM.A.4 7.NM.B.3 7.NM.B.4 7.NM.C.3	9.1.12.A.1 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Choral repetition *Orally describe what one is wearing in pictures or magazines *Prepare a skit depicting a shopping scene. *Create & label a department store. *Paired Activity: Organize a fashion show.	*Presentation of shopping skit or dept. store. *Teacher observation based upon daily or weekly activities. *Written assessment in response to visual or verbal cues.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Idiomatic expressions with the verb "to have"	4	Express basic personal needs.	7.NM.A.1 7.NM.A.4 7.NM.A.8 7.NM.B.1 7.NM.B.3 7.NM.B.6 7.NM.C.2 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3	*In groups, students will respond to visual cues depicting need. *Games: Pictionary, charades. *Label pictures with correct idiomatic expressions.	* Written assessment based on oral and written cues. *Match need with provided verbal cues.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation.

9.1.12.E.1
9.1.12.F.2

* Teams, Games, open-ended,
and Smart board activities.

Section 5: CLOTHING AND THE BODY

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Body parts vocabulary	5	Identify selected parts of the body.	7.NM.A.1 7.NM.A.3 7.NM.A.4 7.NM.B.3 7.NM.B.4 7.NM.C.3	9.1.12.A.1 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Choral repetition * Identification drill using flashcards * *Create poster of pet monster and label body parts.	*Presentation of monster. *Written assessment in response to visual or verbal cues.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Idiomatic expressions with the verb "to have"	4	Express basic personal needs.	7.NM.A.1 7.NM.A.4 7.NM.A.8 7.NM.B.1 7.NM.B.3 7.NM.B.6 7.NM.C.2 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Identification drill using flashcards. *Games: Pictionary, charades. *Label pictures with correct idiomatic expressions.	*Written assessment based on oral and written cues. *Match need with provided verbal cues.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Feelings/emotions/attitude	4	Inquire about & express feelings, emotions, attitudes, and reactions related to personal aspects.	7.NM.A.1 7.NM.A.4 7.NM.A.8 7.NM.B.1 7.NM.B.3 7.NM.B.6 7.NM.C.2 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Match emotions with pictures of different facial expressions. *Create a dialogue between a patient & a doctor detailing ailments. *Given daily situations, students will express related emotions.	*Presentation of doctor / patient dialogue. *Oral description of the facial expressions in response to visual cues. *Written assessment based on visual, written, & verbal cues. *Teacher observation based upon daily or weekly activities.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Demonstrative Adjectives	4	Pointing out specific people, places & things.	7.NM.A.1 7.NM.A.4 7.NM.A.5 7.NM.B.1 7.NM.B.3 7.NM.B.5 7.NM.C.2 7.NM.C.5	9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Choral repetition *Create a graphic organizer outlining demonstrative adjectives	*Written assessment: Write complete sentences using demonstrative adjectives *Teacher observation based upon daily or weekly activities.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. *Teams, Games, open-ended, and Smart board activities.

Section 7: LEISURE TIME, PLACES TO GO, and TRANSPORTATION (10 Days)

Big Idea: Language and culture are mutually dependent. Being better equipped to communicate in another language and being familiar with the culture of a different country will allow to speaker the opportunity to better enjoy different activities and experiences in other countries.

Enduring Understandings:

- *Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- *Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- *Comparing English with other languages is important to understanding the nature of language and their cultures.
- *Appreciating and understanding the variety of cultures that exist in a society enriches that society.
- *Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- *Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.
- *Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).

Essential questions:

- *How does where you live influence how leisure time is spent?
- *How do customs & traditions differ from one country to another?
- *How do I know that I am getting better in using language in real-world situations?
- *Why can one not translate directly from English to target language / target language to English?
- *Is knowledge of grammar rules essential for communication?
- *What can we learn about our own language & culture from studying others?
- *How does the content of the world languages classroom help me understand who I am and the world in which I live?
- *Why do people from different cultures sometimes say, write, and do things differently from the way I do things?
- *How is language a product of culture?
- *How do cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- *How do I develop communicative competence?
- *What role does stereotyping play in forming and sustaining prejudices about other cultures?

SECTION VOCABULARY

- *Sports & Hobbies
- *Modes of transportation
- *Buildings & places in town
- *Countries where target language is spoken

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Sports/Hobby vocabulary	6	Express what one does in one's leisure time.	7.NM.A.1 7.NM.A.3 7.NM.A.4 7.NM.B.3 7.NM.B.4 7.NM.C.3	9.1.12.A.1 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Choral repetition *Paired Activity: Ask & state what one does in one's leisure time. *Create an activity calendar for the week *Identification drill using flashcards.	*Presentation of restaurant scene *Teacher observation based upon daily or weekly activities. *Written/oral presentation of menu.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. *Teams, Games, open-ended, and Smart board activities.
Building vocabulary	3	Identify public buildings & provide & respond to directions.	7.NM.A.1 7.NM.A.3 7.NM.A.4 7.NM.B.3 7.NM.B.4 7.NM.C.3	9.1.12.A.1 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1	*Paired Activity: Ask a classmate to describe buildings in town. *Find buildings on a given map. *Describe buildings in a town of the target language country.	*Written assessment in response to visual & verbal cues. Paired Activity: Present & provide directions in target language as students mark the	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and

				9.1.12.F.2		buildings on the map.	Smart board activities.
--	--	--	--	------------	--	-----------------------	-------------------------

Section 7: LEISURE TIME, PLACES TO GO, and TRANSPORTATION

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Transportation vocabulary & "to go to" and "to go" plus infinitive	6	To express what one is going to do, where one is going & the modes of transportation used	7.NM.A.1 7.NM.A.3 7.NM.A.4 7.NM.A.8 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.B.6 7.NM.C.2 7.NM.C.3	9.1.12.A.1 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Choral repetition **Paired Activity: Students will ask & tell where they are going & how they are getting there. *Create dialogues. *Play Pictionary. *Compare & contrast transportation in US with the target language country.	*Oral presentation of dialogues. *Written assessment in response to visual cues.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. *Teams, Games, open-ended, and Smart board activities.
Folklore dances & music	2	View & identify various ethnic folklore dances and music	7.NM.A.2 7.NM.A.4 7.NM.A.8 7.NM.B.1 7.NM.B.3 7.NM.B.6 7.NM.C.2 7.NM.C.6	9.1.12.A.1 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	Show related video *Paired Activity: To identify country of origin for given music & dances.	*Written assessment in response to visual & verbal cues. Paired Activity: Present & provide directions in target language as students mark the buildings on the map.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.
Past tense (Passé Composé, Preterate, Passato prossimo)	6	Express simple past experiences	7.NM.A.1 7.NM.A.4 7.NM.A.8 7.NM.B.1 7.NM.B.3 7.NM.B.6 7.NM.C.2 7.NM.C.6	9.1.12.A.1 9.1.12.A.3 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*In small groups, create a dialogue expressing what one did on the weekend. *In groups of 3, students will orally create a series of sentences in the past.	Written assessment in response to written cues. *Oral assessment based on teacher's observations of dialogues.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.

Section 7: LEISURE TIME, PLACES TO GO, and TRANSPORTATION

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation
Target language countries' influence in the US	3	To become familiar with target language country and its influence on the US	7.NM.A.2 7.NM.A.4 7.NM.A.8 7.NM.B.4 7.NM.B.6 7.NM.C.3 7.NM.C.6	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Identify target language country and countries where target language is spoken on a map and identify their capitals.	Written & Oral assessment in response to visual cues. *Create & present project on target language country or territory.	* Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. *Teams, Games, open-ended, and Smart board activities.
Recognize religious & traditional holidays of target language country	3	Recognize religious & national holidays of target language country	7.NM.A.2 7.NM.A.4 7.NM.A.8 7.NM.B.4 7.NM.B.6 7.NM.C.3 7.NM.C.6	9.1.12.A.1 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2	*Make regional map of target language country. *Make flags of respective countries *Make passports *Holiday related videos.	* Teacher observation based upon daily or weekly activities. *Oral assessment based on verbal cues.	Lectures coupled with graphic organizers *Varying Organizers *Multiple levels of questions. *Whole to part, and part to whole explanations. *Use of collaboration, independence & cooperation. * Teams, Games, open-ended, and Smart board activities.

Belleville Public Schools

Differentiation Strategies Supplement

Belleville Public Schools, a diverse school system, provides learning opportunities to all its students through differentiating instruction in the general classroom as well as providing programs and services to students with specific needs. This supplement provides teachers a variety of differentiation strategies to meet the needs of every student, and is to be used as part of the lesson-planning process as needed in order for all students enrolled in this course, regardless of ability level, native language, or classification to meet the curriculum requirements.

Students Below Target:

- Paired/Group Activity
- Guided practice
- Role Play
- QAR
- Cooperative Learning
- Learning Buddies
- Time extensions
- Mentorships
- Provide grouping by difficulty level, with varying levels of support
- Provide different demonstrations or models
- Offer choice of response (verbal, using numerical representations, creating a dialogue)
- Small Group Instruction
- Visual cues found on worksheets
- Advance notice of assignments
- Review with study skills and strategies training.

Students Meeting or Exceeding Target:

Skill-based mini-lessons

Role Play

Cooperative Learning

Independent Study

Interest Based Mini Lessons

Tiered Products /Activities

Choice Menus

Advance notice of assignments

Teach organizational skills

Test modifications