

| Week | Marking Period 1   | Week | Marking Period 3          |
|------|--|------|---------------------------|
| 1    | Orientation: Basic introduction to everyday conversation | 21   | Unit 2: Time and Numbers  |
| 2    |  | 22   |                           |
| 3    |  | 23   |                           |
| 4    |  | 24   |                           |
| 5    |  | 25   |                           |
| 6    |  | 26   |                           |
| 7    |  | 27   |                           |
| 8    |  | 28   |                           |
| 9    |  | 29   | Unit3: School Life        |
| 10   |  | 30   |                           |
| Week | Marking Period 2   | Week | Marking Period 4          |
| 11   |  | 31   |                           |
| 12   |  | 32   |                           |
| 13   | Unit 1:Nouns, adjective agreement, and the verb "to be"  | 33   |                           |
| 14   |  | 34   |                           |
| 15   |  | 35   |                           |
| 16   |  | 36   |                           |
| 17   |  | 37   |                           |
| 18   |  | 38   | Unit 4: Geography and Art |
| 19   |  | 39   |                           |
| 20   |  | 40   |                           |

|   |  |
|---|--|
| <b>Weeks</b>  | <b>1-12</b>  |
| <b>Topic</b>  | Orientation: Basic introduction to everyday conversation |
| <b>Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>• How do I approach, address, and greet my audience?</li> <li>• What greetings are used in formal and informal situations?</li> <li>• What are the customs associated with greetings?</li> <li>• How does the language that I am studying help me to better understand my native language?</li> <li>• How does learning a new language help me to become an active global citizen?</li> <li>• How do I express my age and ask others?</li> <li>• How do I express the day and the month?</li> <li>• How do I express how I feel?</li> <li>• How do I express daily classroom needs?</li> <li>• How do I state my phone number?</li> <li>• How do I talk about weather and seasons?</li> <li>• How does talking about the weather in the target language compare or contrast to its English counterpart?</li> <li>• What is the fundamental sound system of the target language (TL) to ensure correct pronunciation and accentuation?</li> </ul> |  |
| <b>Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>✓ In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>✓ The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.</li> <li>✓ Self-reflection is an important part of creating growth in language acquisition.</li> <li>✓ Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>✓ Interpreting spoken and written language is essential to good communication and building rapport</li> <li>✓ Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>   |  |
| <b>Alignment to NJCCCS</b>  |  |
| <b>NJCCCS</b>   | 7.1.NM.A.1 -5<br>7.1.NM.B.1-5<br>7.1.NM.C.2-3            |
| <b>Key Concepts and Skills</b>  |  |
| <b>Communication</b>  |  |
| <ol style="list-style-type: none"> <li>1. Students will discuss importance of learning a foreign language</li> <li>2. Students will compare/contrast cultural differences</li> </ol>  |  |
| <b>Grammar</b>  |  |
| <ol style="list-style-type: none"> <li>1. Form appropriate syntax</li> <li>2. Review sentence structure: State questions using interrogatives</li> </ol>  |  |

**Culture**

1. Bilingual professions
2. Importance of second language acquisition
3. Being an active member in today's cultural society
4. Increase in cultural sensitivity

**Learning Activities**

- Audio activities: situational dialogues
- Comprehension activities
- T-chart pros and cons of bilingualism
- Discuss the importance of learning foreign language
- Picture prompt activities
- Video activities (you tube importance of language acquisition)
- Visual organizers
- Create a group target language bulletin board
- Reading activities (sequencing and paraphrasing)
- Oral activities: opinions on language acquisition
- Cooperative learning activities
- Listening activities to reinforce pronunciation and diction
- Learn the TL sound system
- Greet and say good-bye
- Use expressions of courtesy
- Differentiate levels of formality
- Introduce themselves and respond appropriately
- Ask how someone feels and respond
- Recite/sing the alphabet
- Count to 31
- Make appropriate classroom requests and respond to commands
- Recognize cognates and borrowed words
- Express the days and months
- Express age
- Speak about seasons and weather conditions
- Utilize interrogatives
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction

**Assessments**

- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (alphabet, numbers, etc.)
- Daily oral participation
- Brief writings related to lesson
- Oral and written assessments by teacher generated questions, paired activities, and small

- group activities
- Oral and written quizzes and tests
- Create an imaginary 3day weather forecast
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction

### 21<sup>st</sup> Century Skills

|   |                      |   |                      |   |                |   |               |
|---|----------------------|---|----------------------|---|----------------|---|---------------|
| X | Creativity           | X | Critical Thinking    | X | Communication  | X | Collaboration |
| X | Life & Career Skills | X | Information Literacy | X | Media Literacy |   |               |

### Interdisciplinary Connections

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

### Technology Integration & Instruction

- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**
- **C. Communication and Collaboration**
- Student/Teacher created presentations using ie. Powerpoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity

|   |   |
|---|---|
| <b>Weeks</b>  | <b>13-20</b>  |
| <b>Topic</b>  | <b>Unit 1: Nouns, adjective agreement, and the verb “to be”</b> |
| <b>Essential Questions</b>  |   |
| <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• What makes me unique?</li> <li>• Where am I from?</li> <li>• How do I describe myself and others around me?</li> <li>• How does the language that I am studying help me to better understand my native language?</li> <li>• How does learning a new language help me to become an active global citizen?</li> <li>• How does talking about myself and others differ from English to the target language?</li> <li>• How does talking about objects differ from English to the target language?</li> <li>• How do I express what I feel?</li> </ul>  |   |
| <b>Enduring Understandings</b>  |   |
| <ul style="list-style-type: none"> <li>✓ In today’s multi-cultural society there are several languages used to communicate in the global community.</li> <li>✓ The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today’s society.</li> <li>✓ Self-reflection is an important part of creating growth in language acquisition.</li> <li>✓ Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>✓ Interpreting spoken and written language is essential to good communication and building rapport</li> <li>✓ Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul> |   |
| <b>Alignment to NJCCCS</b>  |   |
| <b>NJCCCS</b>   | 7.1.NM.A.1 -5<br>7.1.NM.B.1-5<br>7.1.NM.C.1-3                   |
| <b>Key Concepts and Skills</b>  |   |
| <b>Communication</b>  |   |
| <ol style="list-style-type: none"> <li>1. Students will discuss physical characteristics of themselves and others</li> <li>2. Students will acquire useful vocabulary for personality characteristics of people</li> </ol>  |   |
| <b>Grammar</b>  |   |
| <ol style="list-style-type: none"> <li>1. How to change nouns, adjectives, and articles from singular to plural and gender.</li> <li>2. Use of articles</li> <li>3. Understand and use the present tense of the verb “to be”</li> </ol>   |   |
| <b>Culture</b>  |   |
| <ol style="list-style-type: none"> <li>1. Identify and describe famous people from the TL</li> <li>2. Culturally rich readings</li> </ol>   |   |

### Learning Activities

- Audio activities: situational dialogues
- Comprehension activities
- Apply new vocabulary
- Picture prompt activities
- Video/website activities
- Visual organizer
- Cooperative learning activities
- Recognize cognates and borrowed words
- Utilize interrogatives
- Identify self using necessary agreement of nouns, adjectives, and articles, in number and gender
- Understand and use the present tense of the verb “to be”
- Tell where I am from

### Assessments

- Cooperative learning groups
- Homework
- Class notes
- Communicate a brief description of myself and or a friend via poster, power point, virtual story book, etc.
- TPR physical characteristics and personality traits
- Daily oral participation
- Brief writings related to lesson
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction

### 21<sup>st</sup> Century Skills

|   |                      |   |                      |   |                |   |               |
|---|----------------------|---|----------------------|---|----------------|---|---------------|
| X | Creativity           | X | Critical Thinking    | X | Communication  | X | Collaboration |
|   | Life & Career Skills | X | Information Literacy | X | Media Literacy |   |               |

### Interdisciplinary Connections

Sociology, Language Arts, Performing Arts, Visual Arts, Physical Education, Reading

**Technology Integration & Instruction**

- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**  
**C. Communication and Collaboration**
- Student/Teacher created presentations using ie. Powerpoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity

|   |  |
|---|--|
| <b>Weeks</b>  | <b>21-28</b>                                       |
| <b>Topic</b>  | <b>Unit2: Time and Numbers</b>                     |
| <b>Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>• What are the cultural perspectives of time?</li> <li>• Why is telling time important?</li> <li>• How is time interpreted and used?</li> </ul>  |  |
| <b>Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>✓ In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>✓ The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.</li> <li>✓ Self-reflection is an important part of creating growth in language acquisition.</li> <li>✓ Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>✓ Interpreting spoken and written language is essential to good communication and building rapport</li> <li>✓ Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul> |  |
| <b>NJCCCS</b>   | 7.1.N.M.A.1 – 5<br>7.1.NM.B. 1 -5<br>7.1.NM.C. 2-3 |
| <b>Key Concepts and Skills</b>  |  |
| <b>Communication</b>  |  |
| <ol style="list-style-type: none"> <li>1. How to tell time</li> <li>2. How to use a 24 hour clock</li> <li>3. Students will acquire useful vocabulary pertaining to telling time</li> <li>4. Count numbers 31-60 as related to time</li> </ol>  |  |
| <b>Grammar</b>  |  |
| <ol style="list-style-type: none"> <li>1. Tell time using “to be”</li> <li>2. Expressions of time: “quarter after, half past”</li> </ol>  |  |
| <b>Culture</b>  |  |
| <ol style="list-style-type: none"> <li>1. How to use a 24 hour clock</li> <li>2. Discuss habits and time within the TL</li> </ol>   |  |
| <b>Learning Activities</b>  |  |
| <ul style="list-style-type: none"> <li>○ Audio activities-Listening to time</li> <li>○ How to tell time and ask others for the time</li> <li>○ Picture prompt</li> <li>○ Writing activities ( OTIS bell schedule)</li> <li>○ Oral activities-Compare and contrast cultural differences</li> <li>○ Cooperative learning activities</li> </ul>  |  |

- Note taking
- Listening activities to reinforce pronunciation and diction
- Google Voice
- Understand and use the present tense of the verb “to be” and time
- Understand and apply the 24 hour clock

### Assessments

- Daily oral participation
- Audio/video programs
- Read a time table for TV, train, movie
- Homework
- Class notes
- Set a clock
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction

### 21<sup>st</sup> Century Skills

|   |                      |   |                      |   |                |   |               |
|---|----------------------|---|----------------------|---|----------------|---|---------------|
|   | Creativity           | X | Critical Thinking    | X | Communication  | X | Collaboration |
| X | Life & Career Skills | X | Information Literacy | X | Media Literacy |   |               |

### Interdisciplinary Connections

Reading, Mathematics, History, Language Arts and Sociology

### Technology Integration & Instruction

- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**  
**C. Communication and Collaboration**
- Student/Teacher created presentations using ie. Powerpoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity

|   |  |
|---|--|
| <b>Weeks</b>  | <b>29-37</b>                                       |
| <b>Topic</b>  | <b>Unit3: School Life</b>                          |
| <b>Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>• How does TL countries' compare and contrast with those of the United States?</li> <li>• Where do I attend school and what do I study?</li> <li>• How can I express some actions and those of others in the present tense?</li> <li>• How does learning a new language help me to become an active global citizen?</li> <li>• How does what I study in school effect my future?</li> <li>• How do I ask &amp; give my phone number or one of a restaurant/café?</li> </ul>  |  |
| <b>Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>✓ In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>✓ The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.</li> <li>✓ Self-reflection is an important part of creating growth in language acquisition.</li> <li>✓ Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>✓ Interpreting spoken and written language is essential to good communication and building rapport</li> <li>✓ Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul> |  |
| <b>NJCCCS</b>   | 7.1.N.M.A.1 – 5<br>7.1.NM.B. 1 -5<br>7.1.NM.C. 2-3 |
| <b>Key Concepts and Skills</b>  |  |
| <b>Communication</b>  |  |
| <ol style="list-style-type: none"> <li>1.Students will be able to read and apply their school schedule</li> <li>2.Students will acquire useful vocabulary for school and school life</li> <li>3. How to use a 24 hour clock in relation to their school schedule</li> <li>4. Express opinions: easy/hard</li> <li>5. Students will use the numbers 0-100 to give page number, phone #, etc</li> </ol>   |  |
| <b>Grammar</b>  |  |
| <ol style="list-style-type: none"> <li>1. Express duration of time using prepositions</li> <li>2. Use of present tense of some school related verbs</li> <li>3. Express opinions</li> <li>4. How to change adjectives to agree in number &amp; gender</li> <li>5. How to use appropriate adjective placement.</li> </ol>  |  |
| <b>Culture</b>  |  |
| <ol style="list-style-type: none"> <li>1. How to use a 24 hour clock</li> <li>2. Recognize the cultural differences of schools</li> </ol>   |  |

### Learning Activities

- Audio activities
- Picture prompt
- Writing activities
- Oral activities-Compare and contrast cultural differences
- Cooperative learning activities
- Note taking
- Apply new vocabulary regarding school life
- Understand and use the present tense of some school related verbs
- Understand and apply the school schedule
- Recognize cognates and borrowed words
- State your & other's phone number
- Describe my classroom, subjects, activities, and interests
- Express like and dislikes regarding school subjects

### Assessments

- Daily oral participation
- Audio/video programs
- Homework
- Class notes
- Label a classroom
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create ideal school/school schedule
- 

### 21<sup>st</sup> Century Skills

|   |                      |   |                      |   |                |   |               |
|---|----------------------|---|----------------------|---|----------------|---|---------------|
| X | Creativity           | X | Critical Thinking    | X | Communication  | X | Collaboration |
| X | Life & Career Skills | X | Information Literacy | X | Media Literacy |   |               |

### Interdisciplinary Connections

Language Arts, Math, Reading, Physical Education and Sociology

**Technology Integration & Instruction**

- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**  
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- Audacity
- Google Earth
- Virtual Tours
- Youtube

|   |  |
|---|--|
| <b>Weeks</b>  | <b>38-40</b>                                       |
| <b>Topic</b>  | <b>Unit4: Geography and Art</b>                    |
| <b>Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>• How can we identify our TL country and its influences in the 21<sup>st</sup> century?</li> <li>• What information is learned from readings, presentations, and discussions on TL countries?</li> <li>• What are the major geographical features of the TL and other related countries?</li> <li>• How does learning a new language help me to become an active global citizen?</li> <li>• How do I use color to help describe authentic pieces of art?</li> </ul>  |  |
| <b>Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>✓ In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>✓ The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.</li> <li>✓ Self-reflection is an important part of creating growth in language acquisition.</li> <li>✓ Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>✓ Interpreting spoken and written language is essential to good communication and building rapport</li> <li>✓ Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul> |  |
| <b>NJCCCS</b>   | 7.1.N.M.A.1 – 5<br>7.1.NM.B. 1 -5<br>7.1.NM.C. 2-3 |
| <b>Key Concepts and Skills</b>  |  |
| <b>Communication</b>  |  |
| <ol style="list-style-type: none"> <li>1. Students will discuss geographical characteristics of TL country/countries</li> <li>2. Students will acquire useful vocabulary for geographical terms</li> <li>3. Students will be able to communicate about a piece of art</li> </ol>  |  |
| <b>Grammar</b>  |  |
| <ol style="list-style-type: none"> <li>1. How to use basic adjective agreement for colors.</li> </ol>   |  |
| <b>Culture</b>  |  |
| <ol style="list-style-type: none"> <li>1. Identify and describe TL geographical landscape</li> <li>2. Gain knowledge and describe TL artistic contributions</li> </ol>  |  |
| <b>Learning Activities</b>  |  |
| <ul style="list-style-type: none"> <li>○ Audio activities-Music</li> <li>○ Picture prompt</li> <li>○ Writing activities</li> <li>○ Oral activities-Compare and contrast cultural differences</li> <li>○ Cooperative learning activities</li> <li>○ Note taking</li> </ul>   |  |

- Know and discuss the colors of flags & objects in pieces of art
- Apply new vocabulary regarding geography
- Identify where the TL countries are geographically located
- Mapping
- Be familiar with major monuments, products and places of the TL countries
- Recognize TL country's flag & other places that speak TL flags using colors

### Assessments

- Daily oral participation
- Audio/video programs
- Homework
- Class notes
- Label a map
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Listen to and identify music from TL
- Post card
- Flag Project re: French speaking country/province/state

### 21<sup>st</sup> Century Skills

|   |                      |   |                      |   |                |   |               |
|---|----------------------|---|----------------------|---|----------------|---|---------------|
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| X | Life & Career Skills | X | Information Literacy | X | Media Literacy |   |               |

### Interdisciplinary Connections

Geography, Art, History, Language Arts, Music, Reading, Science and Sociology

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