

**SIXTH GRADE SPANISH**

Frame: Mos. or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessments 6-8	Performance Benchmarks/Assessments 9-12
2-3 months	Let's Introduce Ourselves	Ask someone's name and say yours	7.1.A.1,2,4 7.1.B.4	Read scripted dialogue. Write short skits introducing a friend/teacher expressing appropriate greeting	Greet appropriately for tu/usted and time of day. Introduce person to third party and respond accordingly
		Ask how someone is and say how you are	7.1.A.1,2,4 7.1.B.4	Given phrases, draw faces or skits reflecting emotions, health, and wellness.	Interact with others in scripted conversations (emotions, health and wellness)
		Introduce people and say where they are from	7.1.A.1,2,4 7.1.B.4 7.2.A.2 6.1	For familiar places, ask and answer origin. Recognize Spanish-speaking countries	Ask and answer where others are from— demonstrate understanding of the Spanish-speaking world (geography).
		Give phone numbers, the time, the date, and the day. Complete basic math problems (using ser)	7.1.A.5 7.1.C.2 5.10.A.1	Question classmates to obtain personal information, complete basic math (distances, addition, subtraction, multiplication).	Categorize information: days & dates into seasons, before and after patterns. Complete math word problems.
		Spell words and give e-mail addresses	7.1.A.1,4 8.1	Spell common items from dictation or picture, play scrabble with vocabulary	Spell unknown words by dictation
			*Addition of professions appropriate, time permitting.		
			*Above activities require use of interrogatives (know common question words).		
			**Additionally, the first unit requires emphasis on pronunciation, inflection, and frequent practice of clear diction. Include exposure to accentuation rules.		
		Culture Country: Spain	7.2.A.1,2,4 7.2.B.2 6.1, 8.1 3.5.C.1,2	Create overall brochures hard copy or powerpoint	Choose specific Spanish event for powerpoint
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	Getting to Know You	Describe people	7.1.A.3 7.1.B.3,4 7.1.C.2 7.2.A.1,2,4 7.2.B.2	Describe celebrities. Create monsters (read & recreate orally with partner)	Compare and contrast selves to friends. Describe classmates in second and third person
				*Optional addition of colors and clothing to enhance descriptions	

			<b>*Monitor use of adjective placement and agreement</b>	
Ask age and birthday. Include year of birth.	7.1.A.3,5 7.1.B.3,4 7.1.C.2	Complete chart with classmates' age, birthday, and description (organize by birthday)		Use ser appropriately to create birthday wall with post-its for Q&A activity
Talk about likes/dislikes (food, sports, daily activities)	7.1.A.1,3 7.1.B.1,3,4	Respond to picture prompts on whiteboards & 4 Corners activities		Connect descriptions to likes/dislikes: given descriptions, choose appropriate likes
Describe things using degree of like/dislike	7.1.A.3 7.1.B.3,4 7.1.C.2	Describe class activities and objects		Students will describe class subjects and common life objects
Culture Country: Puerto Rico	7.2.A.1,2,4 7.2.B.2 6.1	Create Venn diagram comparing Spain to PR		Compare indigenous and conquistador elements of PR
	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2	Read and respond to authentic texts regarding culture of the country and interviews with the people.		

## SEVENTH GRADE SPANISH

### Frame:

Mos. or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessments 6-8	Performance Benchmarks/Assessments 9-12
2-3 months	Our Free Time	Talk about what you and others like to do (gustar)	7.A.1,2,3 7.1.B.1,2,3	Demonstrate recognition of words in TPR form & kinesthetic verb activities (charades, verb walks)	Tie likes and dislikes to personal characteristics, tie wants to likes & personalities
		Talk about what you want to do (querer)	7.A.1,2,3 7.1.B.1,2,3	Read likes and wants to students. Have them illustrate/create a calendar of daily school activities	Orally describe and create an agenda for a given personality (activities of movie star, child, adult, neighbor)
		Talk about everyday activities (AR verbs)	7.A.1,2,3 7.1.B.1,2,3	Q&A verb discovery: direct and indirect questions to introduce verb parts, Speed and Accuracy Charts	Match stems to endings for AR verbs
		Say how often you do things (adverbs of frequency)	7.1.A.1,2,3 7.1.B.1,2,3	Create frequency chart (Encuentra Alguién)	Answer questions: differentiate daily verses occasional activities
	Weather Expressions		7.1.A.1,3,4 7.1.B.1 7.2.A.2 5.10.A.1	Matamoscas weather by seasons and months	Given weather, students will provide appropriate activities
		Culture Country: Texas	7.2.A.1,2,4	Answer: why is Texas in the book? Compare NJ & TX	Explore Tex-Mex, Tejana music, Río Grande culture

			7.2.B.2 6.1, 1.1 3.5.C.1,2 7.2.A.1,2,4 7.2.B.2 3.5.C.1,2	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
			7.2.B.2 5.10.A.1	Discuss differences of weather/seasons in Spanish-speaking countries based on geography	
2-3 months	Going to School	Say what you have and need	7.A.1,2,3 7.1.B.1,2,3	Work with given list of school supplies to state have & needs	Link school needs to specific classes
		Talk about classes (include adverbs of sequence)	7.A.1,2,3 7.1.B.1,2,3 1.1	Role play as guidance counselor, teacher, student to develop schedule for new student. Problem-solve with class likes and dislikes. Create a school map with extended vocabulary	Role play as new and experienced students; class needs, class descriptions, teacher description. Create & fill-in a schedule based on open-ended questions
		Talk about plans	7.A.1,2,3 7.1.B.1,2,3	Use irregular verbs to discuss school activities, weekly/weekend plans	Develop plans for weekday and weekend based on given schedule
		Invite someone to do something (regular & irregular ER/IR verbs)	7.A.1,2,3 7.1.B.1,2,3	Practice question words and tag questions in role-play scenarios	Use irregular verbs and idiomatic expressions to accept or deny invitations
		Use indefinite articles and frequency words to discuss school activities	7.A.1,2,3 7.1.B.1,2,3	Compare definite and indefinite articles in Venn chart form, discuss frequency of activities in dialogue and sentence completion	Discuss near future activities and the frequency of them, Q&A with near future extension
		Culture Country: Costa Rica	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1 5.10.A.1	Compare CR schools to US schools: paragraph & debate	Discuss eco-tourism and the importance of education in CR
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts involving interviews with the people and focusing on the culture of the country (special emphasis on environmental concerns, endangered species, and government involvement).	
2-3	Let's Meet	Describe people and family relationships	7.A.1,2,3 7.1.B.1,2,3	ID family members by description, complete	Describe family photos physically, personally, and in

months	the Family		brainteasers with extended (step, in-law) family vocab	relationship
		Talk about where you and others live	7.A.1,2,3 7.1.B.1,2,3 Q&A interviews to develop conversations about houses & location	Describe pictures of houses—state locations
		Talk about your responsibilities	7.A.1,2,3 7.1.B.1,2,3 Create chore & house map (what I do/don't do: negation)	Link activities/chores to rooms in the house (stating and negating activities & preferences)
		Use possessive adjectives with family members	7.A.1,2,3 7.1.B.1,2,3 State possession of items, use adjectives in family brainteasers	Use possessive adjectives to discuss activities and chores
		Use stem-change verbs and estar to discuss activities and location of objects	7.A.1,2,3 7.1.B.1,2,3 Given a picture, students will identify location of objects, respond physically to location prompts	Students will TPR location and activities, identify action and situation in dictation/reading
		Culture Country: Chile	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1 5.10.A.1 Discuss geographic implications of Chile's length: impact on culture	Focus: pronunciation & accent, slang, accent, European influence, industry/ecology balance, Easter Island mystery
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1 *7.2.B.1 applies to every goal	Read and respond to authentic texts regarding culture of the country and interviews with the people. Selection should include exposure to the poetry of Neruda and Mistral.
2-3 months	What's for Dinner?	Comment on food & table settings: preferences, tradition	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2 Identify food vocabulary through matamoscas, scrabble, categorize food menus by time of day	Utilize appropriate vocabulary through varied requests and responses (pedir, ser, estar)
		Give and take an order and make polite requests	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2 Order a scripted dialogue. Identify requests verses options (recognize pedir, ser, estar)	Spontaneous, situational dialogue between waiter and customer
		Talk about meals (tradition, nutrition)	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2 6.1 Compare traditional foods of previous & current culture countries	Create a Spanish food pyramid (2 variations: ideal, reality)
		Offer help and give instructions	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2 Problem solve via dialogue: resolve issues in a restaurant	Ask for help, receive help from partner, employ advice given (follow structure of previous chores learning)

Use direct objects and direct object pronouns	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2 8.1	Replace (food) nouns with appropriate direct objects in sentences and requests	Write instructions for a favorite recipe in Spanish: in second revision, replace nouns with direct objects.
Give affirmative informal commands (teaching necessary accents)	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2	In scripted scenario, a head waiter will delegate responsibilities to his staff.	Parent gives instructions to children: children will TPR according to direction
Culture Country: Mexico	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Emphasis on art and culture of indigenous people—how culture impacts foods	Emphasis on indigenous cultures, city vs. country conflict
	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts regarding culture of the country and interviews with the people.	

\*At any appropriate time, students can use Expressate Lab, which has been installed into the appropriate lab room: students may need to bring personal headphones\*

## EIGHTH GRADE SPANISH

Frame: Mos. or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessments 6-8	Performance Benchmarks/Assessments 9-12
2-3 months	Health & Well-Being	Talk about your daily routine (grooming & wellness activities—include body parts)	7.1.A.1,2,3,4,5 7.1.B.1,2,3	Mime activities in charades, TPR, respond orally to pictures, create daily morning/evening schedule	Respond to picture prompts, compare and contrast routines of classmates & family members, male/female differences
		Talk about staying fit and healthy	7.1.A.1,2,3,4,5 7.1.B.1,2,3 5.10.B.2	Create an exercise routine/regiment	Discuss impact of weight and exercise on healthiness: adapting lifestyle to expert advice
		Talk about how you feel	7.1.A.1,2,3,4,5 7.1.B.1,2,3 5.10.B.2 1.1	Role play common illnesses in visit to nurse's office	Role play emergency illnesses with doctor/hospital visits
		Give advice regarding nutrition and exercise	7.1.A.1,2,3,4,5 7.1.B.1,2,3	Interview classmates regarding current diet & exercise	Discuss healthy foods, impact on exercise lifestyle

			<b>5.10.B.2</b>		
		Use negative informal commands regarding food and exercise	7.1.A.1,2,3,4,5 7.1.B.1,2,3	Create original conversation with unhealthy classmate: things to do and avoid to improve health	Spontaneous conversation regarding good and bad advice, create Goofus & Gallant comic strips to reflect opposites
		Use object and reflexive pronouns	7.1.A.1,2,3,4,5 7.1.B.1,2,3	Expose students to basic activities: select when given multiple choice of pronouns	Differentiate between object and reflexive pronouns when given multiple choice options
		Culture Country: Argentina	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1 8.1	Culture focus: dances, gauchos, geographic variations between city/country	European influences on architecture, government (Perón) and education
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	What to Wear, When & Where	Ask for and Give Opinions on Clothing	7.1.A.1,2,3,5 7.1.B.1,2,3,4	Respond to picture prompts with likes, dislikes, scripted phrases. Create a commercial advertising a store.	Match description of fit, fashion with picture of clothing
		Describe articles of clothing	7.1.A.1,2,3,5 7.1.B.1,2,3,4	Match color, cost, size, material of specific clothing, create clothing fashion show	Match descriptions to clothing (grammar provided), discuss variations of countries
		Compare articles of clothing	7.1.A.1,2,3,5 7.1.B.1,2,3,4 1.1	Using costs, material, fashion/style, fit, students will choose a preferred garment (más/menos/tan)	
		Discuss various kinds of stores and items offered	7.1.A.1,2,3,5 7.1.B.1,2,3,4 7.1.C.3	Create a mall map. Identify which stores you frequent and what items you purchase there. Detail one store.	Identify which stores they need, given a list of items, discuss preferences in shopping (with others, source of funds)
		Ask for and offer help in a store	7.1.A.1,2,3,5 7.1.B.1,2,3,4 1.1	Role play between a customer and retailer	Contrast monetary units, style and size of clothing
		Say where you went and what you did (shopping)	7.1.A.1,2,3,5 7.1.B.1,2,3,4	Given scenario, discuss experience at mall/store with friend, clerk, parent.	Compare and contrast costs, style, size in varying countries through preterite
		Culture Country: Florida	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1 1.1	Compare FL to TX: cultural differences (Panama Disney)	Discuss explorers, St. Augustine, Cuban influence on music

			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	Let's Celebrate	Talk about party plans	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2	Dialogue with classmates regarding party preferences (most recent birthday)	Extend, accept, and/or deny invitations to various kinds of parties. Give a reason.
		Discuss culturally authentic parties	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2 6.1	Identify holidays	Compare and contrast holidays in latino world with NJ world
		Discuss PAST and PRESENT holidays	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2 6.1	Sort given list of holidays into customs: my family verses that of my classmate: culture of common activities	Take a given party plan in present tense: students will re-create in preterite and near future
		Prepare for a party	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2	Students will write party commands to clean, set up, buy food.	Create a calendar of events (week-long) to prepare for a party.
		Discuss party etiquette	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2	Assign responsibilities during a party, introduce people to new friends.	Role-play a problem solve: one member does not complete assigned tasks: how is the party affected? What must happen?
		Use present progressive to narrate ongoing activities	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2	Given a picture prompt, students will narrate	Relay events of party to friend who is not present
		Culture Country: República Dominicana	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Choose one event and plan a party to celebrate it	Discuss variance in levels of education, respect, indigenous vs. European conflict
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	Let's Travel	Ask and Give Travel Information	7.1.A.1,2,3,5,6 7.1.B.1,2,3,4 7.1.C.1,2 1.1	Engage in airport role play (travelers and travel assistants—flight attendants, information desk).	Create detailed travel plans, including packing, flight, and customs information.
		Remind & Reassure Fellow Travelers	7.1.A.1,2,6 7.1.B.1,3,4 7.2.A.1,2,4 7.2.B.2 8.1	Remind fellow travelers of necessary steps to travel	Virtual travel to Perú—remember the climate, altitude, amenities, and security concerns.
*These activities require use of direct object pronouns. “Did you remember the money?” “Yes, I remembered it.”					

Talk about a Trip	7.1.A.1,2,6 7.1.B.1,3,4 7.1.C.1,3 1.1	Discuss a past vacation with classmates. Create a children's book based on your adventure.	Compare and contrast past vacations with partner and classmates. Use a checklist to determine similarities & differences.
Express Hopes and Wishes	7.2.A.1,2,4 7.2.B.2	Your parents are planning a boring trip. Tell them what YOU want to make it better.	Read travel description of 2-3 places in Perú. Choose which you prefer to visit; explain why.
Informal Commands, Including Spelling-change, Irregular Verbs	7.1.A.1,2,6 7.1.B.1,3,4 1.1	Role play as a parent—tell your child how to prepare for the trip ahead.	Given a list of travel infinitives, decide which are affirmative & negative: bring your toothbrush/ don't forget your teddy bear.
Verbs + Infinitives	7.1.A.1,2,6 7.1.B.1,3,4 1.1	Write a postcard including as many activities as possible.	Write a comic strip illustrating what you want to do on vacation (or write captions for a given cartoon).
Culture Country: Perú	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Study the impacts of the Incan culture on Perú today.	How does Perú's geography affect culture and history?
	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1 *7.2.B.1 applies to every goal	Read and respond to authentic texts regarding culture of the country and interviews with the people.	

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#### COURSE: SPANISH LEVELS 1-2: ADDENDUM FOR USE BY MIDDLE SCHOOL TEACHERS

This curriculum is intended for use in Spanish levels 1-2 in the middle or high school setting. The performance benchmarks are designed to differentiate between the grades, and to ensure that students repeating units of study are not repeating activities. All middle school students will complete ten thematic units during levels 1-2. Please remember that students are grouped into two tracks. Honors students will be challenged to a greater depth of study through use of the Expresate materials. Lower-level students will receive an appropriate level of instruction, completing thematic units 6-10 with non-Expresate supplemental materials.

During sixth grade, students will complete the first and second thematic units (Let's Introduce Ourselves, Getting to Know You). Additionally, they can add the following units as necessary. These units are detailed in the 2006 Flex Curriculum. Options include: Introduction to Animals and Adjectives, Overview of the Spanish-Speaking World, Spanish Influence on English (Cognates), Introduction to Parts of the Body and Classroom Commands. Other non-flex options include Around the Town, Professions, and Children's Stories. Students should leave sixth grade Spanish with the basic understanding of verb conjugation (AR, ER, IR, ser, estar), noun & adjective agreement, and interrogative words (high-frequency questions).

#### SIXTH GRADE ITALIAN I



Student will recognize the interdependence of Spanish and English by becoming aware of Spanish words and expressions in everyday English.7.1.A.2,4,5, 7.1.B.4, 7.1.C.4, 7.2.A.4TSWBAT accurately complete appropriate worksheets and participate orally on a daily basis. TSWBAT Identify a minimum of 20 cognates. Students will categorize cognates appropriately (ie: food, clothing, places).1-2 weeksIntroduction to Greetings & AlphabetThe student will demonstrate the ability to comprehend and use common phrases in everyday conversation. The student will demonstrate the ability to recognize and pronounce the letters of the alphabet and be able to spell various dictated words in the target language. The student will learn the differences between the English alphabet and that of the target language.7.1.A.2,4,5, 7.1.B.2,3,4, 7.1.C.2, 7.2.A.1, 7.2.B.1TSWBAT role play an appropriate introductory conversation based on a situation given by the teacher (formal and informal). TSWBAT spell dictated words orally and in writing.2-3 weeksIntroduction to Numbers 1-50, the Calendar, Weather, & SeasonsThe student will demonstrate the ability to count and spell each number from 1-50 in the target language. The student will be able to demonstrate the ability to recognize, recall, and recite each day, month, and season, important cultural celebrations, and describe weather throughout the year.7.1.A.3-5, 7.1.B.3,4, 7.1.C.1, 2, 7.2.C.1,3TSWBAT accurately complete appropriate worksheets and participate orally on a daily basis. TSWBAT compare weather in 5 Spanish-speaking countries OR chart the local seasonal weather for 5 days. TSWBAT create and solve basic math problems, comparing contemporary math with Maya math (see Spanish is Fun book). \*Optional increase of numbers 1-100.2 weeksIntroduction to Colors & Classroom ObjectsThe student will identify classroom objects and describe them according to color, gender, and quantity (ie: Hay un libro blanco y tres plumas negras).7.1.A.3, 4, 7.1.B.3,4, 7.1.C.2TSWBAT accurately complete appropriate worksheets and participate orally on a daily basis. TSWBAT create a shoebox diorama of the classroom with a key identifying 20 words. \*Optional addition of the verbs SER.1-2 weeksIntroduction to animals and adjectivesThe student will be able to identify wild animals by picture. The students will be able to describe the animal and demonstrate the sound made in the target language.7.1.A.1,3,5, 7.1.B.1,4, 7.1.C.2, 7.2.A.3TSWBAT accurately complete appropriate worksheets and participate orally on a daily basis. TSWBAT match 20 wild animals to their given sounds and describe predators vs. prey with appropriate colors and a minimum of 5 adjectives.2 weeksIntroduction to MyselfThe student will be able to identify personality traits and physical characteristics of themselves and others.7.1.A.3, 5, 7.1.B.4,5 7.1.C.2TSWBAT accurately complete appropriate worksheets and participate orally on a daily basis. TSWBAT orally describe themselves or a classmate. The student will be able to point to others after listening to teacher descriptions. TSWBAT match pictures of characters in a story to a given description. \*Optional addition of the verbs SER and ESTAR.\*2 weeksIntroduction to Parts of the Body and Classroom CommandsThe student will be able to identify body parts. The student will be able to follow classroom commands according to the directive given by the teacher.7.1.A.1,2,5, 7.1.B.1,4, 7.1.C.2TSWBAT accurately complete appropriate worksheets and participate orally on a daily basis. TSWBAT follow "Simon Dice" instructions given orally by the teacher. Through TPR, TSWBAT participate in appropriate stories, songs, and/or teacher given directives. \*Optional addition of the verb TOCAR and conjugation of regular AR verbs.\*Throughout the FLEX cycleOverview of the Spanish-speaking WorldThe student will increase knowledge of the countries that speak the target language, their locations and customs.7.1.C.2, 3, 7.2.A.1, 7.2.C.3 TSWBAT accurately complete appropriate worksheets and participate orally on a daily basis. TSWBAT sort approximately 20 Spanish-speaking countries according to their continent, and identify at least 10 capitals. TSWBAT research 1 Spanish-speaking country and state 5 facts learned about that country. \*Optional addition of indigenous cultures and interlanguage postcard exchange between other FLEX classes.

## SEVENTH GRADE ITALIAN II

Time Frame	Theme	Vocabulary	Grammar
September-October	Welcome to Italy	Alphabet, cognates, name, introductions, informal/formal greetings, culturally significant non-verbal salutations.	Pronunciation, chiamarsi, stare
October-November	Welcome to Italy	express nationality, age, address, phone number, and town, physical and psychological adjectives.	Essere, avere, abitare, vivere, numbers 1-100, gender agreement, interrogative words, in vs. a
November-December	Welcome to Italy	Classroom subjects, commands, objects and school supplies including descriptive adjectives.	Definite & indefinite articles, plural & singular endings, gender agreement of adjectives
December-January	Le stagioni e il	Calendar, months, days of the week, year, birthdays	Numbers to 0-2000, review of essere, review of avere, possessive

January-February	calendario Le stagioni e il calendario	Weather & seasons	adjectives (il mio, il tuo, il suo) fare
February-March	Le stagioni e il calendario	Telling time, times of the day, time vocab.	Military time Review of numbers Review of essere Review of articles
March-April	Family	Family vocabulary, review of physical and psychological characteristics, introductions of others	Possessive adjectives Review of essere, avere, gender agreement, numbers, articles
April-May	In citta e in campagna	City and country, animals	
Throughout the year as appropriate	Le feste		
<b>ITALIAN II</b>			
Time Frame	Theme	Vocabulary	Grammar
September	review	Alphabet, cognates, name, introductions, informal/formal greetings, express nationality, age, address, phone number, and town, physical and psychological adjectives, classroom subjects, commands, objects and school supplies including descriptive adjective, classroom subjects, commands, objects and school supplies, calendar, months, days of the week, year, birthdays, weather, seasons, telling time, times of the day, time vocabulary, family vocabulary, introduction of others, city, country, animals	Grammar from 6th grade
October-November	Family	Nuclear and extended families, marry/single, divorce, girlfriend/boyfriend, wife/husband, career, chores, review physical and personality traits	Review fare, review avere, review definite articles, possessive adjectives, present tense venire, review essere
November-December	House	Furniture, rooms in the house, types of housing, geographical locations (cities and suburbs), house floors, review address	Review avere, review indefinite articles, review possessive adjectives, prepositions, ordinal numbers, review of colors, noun-adjective agreement, abitare, vivere,
January	Health and Well-Being	Body parts, pastimes, Italian sports, feelings,	Review avere, idiomatic expressions with avere, piacere (likes/dislikes), review essere, sentire, giocare
February- March	What to Wear	Clothing and accessories, casual vs formal use, review weather, days, months, date, and seasons, review colors, european vs US sizes, pricing in Euros, fabrics, describing others clothing	Portare, mettere, indossare, subject pronouns, present tense andare, review noun-adjective

March-April	Food	What to eat and when, foods in the main meals (breakfast, lunch, dinner, dessert, snack), table settings, expressions preferences, expressing courtesy, units of measurements/weight, indigenous products, delicious/disgusting, salty/sweet, spicy	agreement, review possessive adjectives, Mangiare, bere (verbs specific to eating, preferire (-isc verbs), review piacere, pranzare, cenare, comprare
April-May	Morning to night	Express sequence of events using ordinal numbers	Review fare, -ire verbs, ask and tell time in which activities take place, expressions with fare, expressions with time, review prepositions
Throughout the year as appropriate	Le feste		

### EIGHTH GRADE ITALIAN

Time Frame	Theme	Vocabulary	Grammar
September-October	Ripasso (Review)	Review of all vocabulary from 6th & 7th grade Italian	Review of all grammatical points from 6th and 7th grade
November-January	Negozi e spese		Verbs fare, andare, desiderare, vendere, comprare, costare, pagare, spendere, modal verbs (dovere, volere, potere)
	Essential Question: How does the food shopping experience in Italy compare to that in the United States?	Specialty food stores and products sold there, regional markets, food adjectives, supermarkets, quantity, price, money, adverbs of comparison, shopping vocabulary, interrogative words	I comparativi
	Una settimana della mia vita		Preposizioni articolati (a & di) Verbs ritornare, arrivare, partire, uscire, venire, dire, stare
February- April	Essential questions:	Idiomatic expressions	Irregular ire verbs with isc
	What does a week in my life look like?	Questions expressing “how often”	Preposizioni
	What does my daily routine look like?	Adverbs of frequency time (often, every day, sometimes, always, etc.)	Preposizioni articolati
	How often do I participate in my activities?		Reflexive verbs

				Grammar rules for idiomatic expressions
April-May	Buon viaggio in Italia	Modes of travel transportation (i.e. airplane, car, train, boat, bicycle, bus, metro, cruise, etc.) General travel vocabulary	suitcase, hotel, type of hotel and hotel room types, reservations, payment options, tourist vocabulary, etc. Airplane and airport vocabulary flight information, customs, passport, carry on luggage, arrival and departure, flight attendant, pilot, first class and economy class, etc. Train and train station vocabulary	
June	Le vacanze Italiane What would a trip to Italy mean to me? What types of things would I see and experience?	Spiraling of vocabulary for leisure activities and travel Vocabulary for plans specific to mountain and sea locations		Review of all regular and irregular past tense verbs Verbs riposarsi, nuotare, rilassarsi, abbronzarsi, bruciarsi in present and past tense
Throughout the year as appropriate	Le feste			

**FRENCH**

**COURSE: FRENCH – LEVEL 1**

**MSD Curriculum Map**

**GRADE Level: FMS 6 & MHS**

**Frame:**

**Months or # of Days**

**Content/Topic**

**Observable Proficiencies/Skills**

**NJCCCS Performance Benchmarks/Assessment 6-8**

**Performance Benchmarks/Assessment 9-12**

**FMS-10 Weeks**

**Let's Introduce Ourselves**

-Pronounce the alphabet using common French names and words  
-greet and say good-bye  
-introduce themselves and others  
-use the verb "être" to express who they are and where they are from  
-recognize and use numbers in giving address, telephone number, and age

7.1 A.2, 4, SWBAT create a dialogue introducing themselves using appropriate salutations, French names, expressing where they are from, age, and relation.  
7.1 B 2, 3, are from, age, and relation.  
4  
7.1 C2, 4 SWBAT create a calendar including days, months, dates, seasons, and typical weather.  
7.2 A1  
7.2 B1  
7.2 C2 SWBAT recognize and demonstrate culturally significant

SWBAT role play a scene introducing a new friend to their parents.  
SWBAT exchange common greetings, ask and respond to questions.  
SWBAT illustrate and label the four seasons and the weather for each season.

MHS & 6 8 weeks		-Express date, time, weather, and seasons. <b>GRAMMAR:</b> -indefinite articles -present tense of être		nonverbal salutations within real-life situations.	
FMS- 10 weeks	Let's Meet the Family	-Describe family members -express relationships between family members (age 1-100, physical traits membership, origin, nationality) -express similarities and differences among families -Optional: Occupations of family members	7.1 A3, 4, 5 7.1 B3, 4 7.1 C2, 4 7.2 A1, 3 7.2 C3	SWBAT create a family tree of 10 or more immediate and extended family members including relationship of self and each member using possessive adjectives. SWBAT orally present family tree and describe 5 members of the family using descriptive adjectives.	SWBAT survey classmates and report findings to the class – include age, appearance, origin, and nationality of at least 10 different family members.
MHS & 6 5 weeks		<b>GRAMMAR:</b> -definite articles -subject pronouns -present tense of “avoir” -simple descriptive adjectives -possessive adjectives			
FMS- 16 weeks	La Vie Quotidienne (Free Time Activities, Going to School, Lunchtime Foods)	-Discuss daily schedule; ask and answer questions about classes, teachers, times of classes, and objects in the classroom. -Compare and contrast U.S. and target language schools (classes offered, grading systems, time, length of day, academic year, after-school activities). -Give and follow class commands	7.1 A1, 3, 4, 5 7.1 B1, 3, 4, 5 7.1 C 3 7.2 A1,3 7.2 C3	SWBAT create a school schedule identifying time of class, location, and preferences using question words,  SWBAT survey classmates about leisure activities, likes and dislikes and orally present findings.	SWBAT create a poster illustrating a typical school day's activities. SWBAT write 2 sentences explaining each illustration and respond orally to questions about the creation.
MHS & 6 6 weeks		<b>GRAMMAR:</b> -present tense of “ER” verbs -review of “être” -present tense of “faire”		SWBAT design and label a poster of 8 favorite pastimes.	

-negation (ne..pas)  
 -formation of questions and question words

-Identify Francophone countries  
 -Become familiar with France, its major cities, and its borders  
 -Identify major geographical features of France  
 -Become familiar with customs and culture  
 -Become familiar with the Tour de France

7.2 A1, 2, 3, 4  
 7.2 C3

SWBAT complete a map of France labeling borders, major cities, rivers, and mountains.  
 SWBAT teach classmates about a major city in France.

SWBAT complete a map of France labeling borders, major cities, rivers, and mountains.

Throughout the year

Exploring Other Cultures

COURSE: FRENCH – LEVEL 1

MSD Curriculum Map

Grade Level: FMS 7 or MHS

Frame:

Months or # of Days

Content/Topic

Observable Proficiencies/Skills

NJCCCS

Performance Benchmarks/Assessment 6-8

Performance Benchmarks/Assessment 9-12

- Discuss leisure activities and favorite pastimes.  
 - Discuss lunch-time foods.  
 - Discuss television shows and movies.  
 - Compare and contrast U.S. and target language schools (classes offered, grading systems, time, length of day, academic year, after-school activities).

7.1 A1, 3, 4, 5  
 7.1 B1, 3, 4, 5  
 7.1 C 3  
 7.2 A1, 3  
 7.2 C3

SWBAT interview a classmate with appropriate question words and orally present findings to class.  
 SWBAT use at least 10 –er verbs in discussing leisure activity preferences.

SWBAT write a personal ad describing themselves and their interests

SWBAT choose a personal ad and respond to the sender.

FMS-

10 weeks

La Vie Quotidienne (Free Time Activities, Lunchtime Foods)

MHS& 7H  
 6 weeks

GRAMMAR:  
 - Review present tense of “ER” verbs  
 - “être”  
 - “faire”  
 - negation (ne...pas)  
 - adjectives  
 - formation of questions and question words

FMS- 15 weeks	People and Possessions	<ul style="list-style-type: none"> <li>- Identify common objects and possessions</li> <li>- Using additional adjectives (colors, size, appearance, nationalities, etc.)</li> <li>- Describe people and possessions</li> </ul>	7.1 A3, 4, 5	SWBAT present a student-made collage or poster describing a variety of photos (giving nationalities, physical and personality traits, and ages of individuals shown).	SWBAT create a written description of a person of their choice which will include at least 5 physical traits, 3 personality traits, his/her nationality and age.
MHS & 7H 6 weeks		<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>-adjective placement and agreement</li> <li>-prepositions of place</li> <li>-definite vs. indefinite articles</li> <li>-“Il est” vs. “C’est”</li> <li>-possessions using “de”</li> <li>-“avoir” expressions</li> </ul>	7.1 B3, 4, 5 7.1 C1 7.2 A1, 3, 4	Using a picture prompt, SWBAT write a brief paragraph which identifies and locates six personal objects in their homes.	Using a picture prompt, SWBAT explain to the class the location and description of various objects in the room.
FMS- 10 weeks	Let’s Visit Our Town	<ul style="list-style-type: none"> <li>- Identify buildings and places in the city</li> <li>- Choose various means of transportation</li> <li>- State at what locations various activities take place</li> <li>- Identify French specialty stores</li> <li>- Describe the rooms of your house.</li> </ul>	7.1 A1, 3, 4, 5	SWBAT create a village identifying the major buildings and streets. OR	SWBAT write a paragraph identifying at least 10 buildings in their neighborhood and explaining what takes place in each building. OR
MHS & 7H 6 weeks		<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- present tense of “aller”</li> <li>- the “futur proche”</li> <li>- present tense of “venir”</li> <li>- contractions (“au, du”)</li> <li>- ordinal numbers</li> <li>- stress pronouns</li> </ul>	7.1 B1, 3, 4 7.1 C2, 3 7.2 A1 7.2 C1, 2	SWBAT create a house identifying the rooms and what is done in each.  SWBAT explain how to move from one location to another and what you do there	SWBAT write a paragraph about their home and what takes place in each room.  Using a map of a town, SWBAT follow oral directions getting from one place to another.
Throughout the year	Exploring Other Cultures	<ul style="list-style-type: none"> <li>- Introduction to Canada (Montreal and Quebec)</li> <li>- Leisure activities</li> <li>- Film, television, music</li> </ul>	7.2 A1, 2, 3, 4 7.2 C3	SWBAT identify popular sites in French-speaking Canada  SWBAT create a TV/Movie guide and describe the programs	

**SWBAT introduce classmates to a French song**

**COURSE: FRENCH – LEVEL 1**

**MSD Curriculum Map**

**Grade Level: FMS 8 & MHS**

**Frame:**

**Months or  
# of Days**

**Content/Topic**

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**NJCCCS**

**Performance Benchmarks/Assessment 6-8**

**Performance Benchmarks/Assessment 9-12**

**FMS -  
8 weeks**

**What to Wear,  
When and Where?**

- Identify clothing items by color, size, price, and appearance;
- State where various clothing items and accessories can be purchased;
- Inquire and respond to questions concerning appropriate clothing choices for different weather conditions and occasions.

**GRAMMAR:**

- spelling-changing verbs (acheter, préférer, mettre)
- “IR” and “RE” verbs in the present tense; comparisons, irregular adjectives (beau, nouveau, vieux)
- demonstrative adjectives

7.1 A3, 4,  
5  
7.1 B3, 4  
7.1 C 1  
7.2 A3, 4

SWBAT organize in groups a fashion show including the following components and communicative proficiencies:

- \*theme
- \*music
- \*description of modeled clothing
- \*where clothing is purchases
- \*price

SWBAT write a descriptive essay of 3 paragraphs describing clothing items shown in a picture.

**MHS & 8H  
5 weeks**

SWBAT create a clothing catalogue/ or boutique selling at least 15 different items of clothing and identifying colors, sizes, and price.

**FMS – 10  
Weeks**

**Travel to Paris**

- Identify airport and airplane vocabulary
- Review weather
- Review clothing
- Identify sites
- Ask for, give, and follow
- Inquire about and use Paris transportation systems

**GRAMMAR:**

- review present tense of regular and irregular verbs

7.1 A1, 3,  
4  
7.1 B1, 3,  
4  
7.1 C1  
7.2 A2  
7.2 B2  
7.2 C1

SWBAT plan a weekend vacation to Paris

SWBAT express preferences and dislikes

SWBAT describe weather conditions during their trip

SWBAT create a passport

SWBAT write a post card

SWBAT ask for, give, and follow directions using Paris transportation



				SWBAT identify pictures of important sites
				SWBAT discuss what items they have in their suitcases
		<ul style="list-style-type: none"> <li>- Identify foods eaten</li> <li>- Categorize foods into appropriate food groups and express preferences</li> <li>- Compare and contrast a student's weekly diet with that of a classmate after maintaining a food log of everything eaten</li> <li>- Identify specific shops in France and what is sold in each</li> <li>- Explain how to set the table</li> <li>- Create a restaurant/café menu to be used in a dialogue</li> <li>- Compare and contrast eating habits between French-speaking countries and the United States.</li> <li>- Create a chart or Venn diagram which includes times of day when meals are eaten, typical foods prepared for each meal</li> </ul>	<p>7.1 A3, 5 7.1 B3, 4 7.1 C2 7.2 A1 7.2 B1</p>	<p>SWBAT identify a variety of foods eaten at each meal</p> <p>SWBAT state where food items can be purchased</p> <p>SWBAT express food preferences and choices</p> <p>SWBAT compare and contrast eating customs in the US and the target country (meal times, table etiquette, table settings)</p> <p>SWBAT create and present a restaurant dialogue</p>
FMS - 10 weeks	What's for Dinner?	<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- vouloir</li> <li>- boire</li> <li>- partative</li> <li>- comparisons (plus que, moins que, aussi que)</li> </ul>		
FMS- 8 weeks	Health & Well-Being	<ul style="list-style-type: none"> <li>- Identify parts of the body</li> <li>- Express well-being, discomfort, and illnesses</li> <li>- Describe healthy foods and activities</li> </ul> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- avoir expressions</li> <li>- dormir</li> </ul>	<p>7.1 A 7.1 B 7.1 C</p>	<p>SWBAT role-play a visit to the doctor, specifying the following:</p> <ul style="list-style-type: none"> <li>- discomfort or illness</li> <li>- parts of the body</li> <li>- doctor's orders</li> </ul> <p>SWBAT create a food pyramid of healthy foods</p>

FMS - Throughout the year	Exploring Other Cultures	<ul style="list-style-type: none"> <li>- à la, à l', au, aux</li> <li>- verb conjugations</li> <li>- introduction to passé composé with regular verbs</li> </ul>	7.2 A1, 2, 3, 4 7.2 C3	<p>SWBAT keep an activity journal in the past tense and share with a classmate. The classmate must give advice regarding healthy practices.</p> <p>SWBAT plan a weekend vacation in Paris explaining where they will stay, what they will visit, and what they will eat.</p> <p>SWBAT read and explain authentic French articles</p>	SWBAT identify major Parisian sites.
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