Novice-high, 7th and 8th grade

Standards & Units	Gen TP	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March April	May	June
NJ Core Curriculum Content Standards > World Languages > Novice-High										
Level(2009)										
{FL.3-12.7.1.NH} All students will be able to use a world language in addition to										
English to engage in meaningful conversation, to understand and interpret spoken and										
written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they										
will make connections with other content areas, compare the language and culture										
studied with their own, and participate in home and global communities.										
7th grade, Unit #6, World Language, ¿Ser ó Estar?										
Unit #1, World Language, En la Escuela										
Unit #3, World Language, Vamos al Restaurante										
Unit #5, World Language, Irregular yo										
Unit #7, World Language, Household										
{FL.3-12.7.1.NH.A} Interpretive Mode										
{FL.3-12.7.1.NH.A.A} The Novice-High language learner has progressed from										
understanding and communicating at the word level to understanding and										
communicating at the sentence level and can use words, lists, and simple sentences										
independently to: 7th grade, Unit #4, World Language, Locations and Prepositions ¿Adónde Vas?										
Unit #2, World Language, Dications and Prepositions Zadonde vas:					_					
Unit #5, World Language, Irregular yo										
{FL.3-12.7.1.NH.A.A.1} Identify the main idea and some supporting details when										
reading.										
Unit #1, World Language, En la Escuela										
Unit #2, World Language, Dia de los Muertos										
Unit #3, World Language, Vamos al Restaurante										
{FL.3-12.7.1.NH.A.A.2} Understand the gist and some supporting details of										
conversations dealing with everyday life.										
7th grade Unit #1, World Language, Vamos a Escuela										
7th grade, Unit #6, World Language, ¿Ser ó Estar?										
Unit #1, World Language, En la Escuela										
Unit #2, World Language, Dia de los Muertos										
Unit #3, World Language, Vamos al Restaurante										

{FL.3-12.7.1.NH.A.A.3} Infer the meaning of some unfamiliar words when used						
in familiar contexts.						
7th grade Unit #1, World Language, Vamos a Escuela						
7th grade, Unit #4, World Language, Locations and Prepositions ¿Adónde Vas?						
7th grade, Unit #6, World Language, ¿Ser ó Estar?						
Unit #1, World Language, En la Escuela						
Unit #2, World Language, Dia de los Muertos						
Unit #3, World Language, Vamos al Restaurante						
Unit #8, World Language, Cinco de Mayo						
{FL.3-12.7.1.NH.A.B} Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)						
7th grade, Unit #8, World Language, Cinco de Mayo						
Unit #8, World Language, Cinco de Mayo						
{FL.3-12.7.1.NH.A.C} The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)						
Unit #2, World Language, Dia de los Muertos						
{FL.3-12.7.1.NH.A.D} Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact						
cultural perspectives. (Content areas that assist in the development of this						
understanding should include, but are not limited to: science, technology, history,						
social sciences, the visual and performing arts, and world literature.)						
7th grade Unit #2, World Language, Dia de los Muertos						
7th grade, Unit #8, World Language, Cinco de Mayo						
Unit #8, World Language, Cinco de Mayo						
{FL.3-12.7.1.NH.A.E} Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of						
resources.)						
7th grade, Unit #8, World Language, Cinco de Mayo						
Unit #8, World Language, Cinco de Mayo						
{FL.3-12.7.1.NH.A.F} Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)						
Unit #5, World Language, Irregular yo						

{FL.3-12.7.1.NH.A.G} The amount of leisure time available and how it is spent						
varies among cultures. (Topics that assist in the development of this understanding						
should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)						
7th grade, Unit #7, World Language, Likes, Dislikes, and Interests						
Unit #5, World Language, Irregular yo	•					
{FL.3-12.7.1.NH.A.H} Wellness practices may vary across cultures. (Topics that						
assist in the development of this understanding should include, but are not limited to:						
sports and physical fitness activities and common health conditions/problems and						
remedies.)						
Unit #9, World Language, Stem-Changers and Clothing Preferences						
{FL.3-12.7.1.NH.A.I} Online newspapers, magazines, blogs, wikis, podcasts,						
videos, and government websites provide current information on perspectives of the						
target culture on local, national, and global problems/issues. (Topics that assist in the						
development of this understanding should include, but are not limited to: current						
events and contemporary and emerging global issues, problems, and challenges [e.g.,						
population growth and migration; environmental degradation and protection;						
discrimination and other conflicts; and the allocation of scarce resources].)						
7th grade, Unit #4, World Language, Locations and Prepositions ¿Adónde Vas?						
Unit #2, World Language, Dia de los Muertos						
{FL.3-12.7.1.NH.A.J} Current trends and issues influence popular culture. (Topics						
that assist in the development of this understanding should include, but are not limited						
to: fashion, style, popular music, art, and pastimes.)						
Unit #5, World Language, Irregular yo						
Unit #9, World Language, Stem-Changers and Clothing Preferences						
{FL.3-12.7.1.NH.A.1} Recognize familiar words and phrases, understand the						
main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or						
written words contained in culturally authentic materials using electronic information						
sources related to targeted themes.						
Unit #1, World Language, En la Escuela						
Unit #2, World Language, Dia de los Muertos						
{FL.3-12.7.1.NH.A.2} Demonstrate comprehension of a series of oral and written						
directions, commands, and requests through appropriate physical response.						
7th grade Unit #1, World Language, Vamos a Escuela						
7th grade, Unit #4, World Language, Locations and Prepositions ¿Adónde Vas?						
Unit #1, World Language, En la Escuela						
Unit #2, World Language, Dia de los Muertos	:					
Unit #3, World Language, Vamos al Restaurante						
Unit #6, World Language, Family and IR -verbs						
{FL.3-12.7.1.NH.A.3} Recognize some common gestures and cultural practices						
associated with target culture(s).						
7th grade, Unit #8, World Language, Cinco de Mayo						

Unit #2, World Language, Dia de los Muertos						
Offic #2, World Language, Dia de los Muertos						
Unit #3, World Language, Vamos al Restaurante						
Unit #8, World Language, Cinco de Mayo						
{FL.3-12.7.1.NH.A.4} Identify people, places, objects, and activities in daily life based on oral or written descriptions.						
7th grade Unit #1, World Language, Vamos a Escuela						
7th grade, Unit #4, World Language, Locations and Prepositions ¿Adónde Vas?						
7th grade, Unit #6, World Language, ¿Ser ó Estar?						
7th grade, Unit #7, World Language, Likes, Dislikes, and Interests						
Unit #1, World Language, En la Escuela						
Unit #2, World Language, Dia de los Muertos						
Unit #3, World Language, Vamos al Restaurante						
Unit #6, World Language, Family and IR -verbs						
{FL.3-12.7.1.NH.A.5} Demonstrate comprehension of short conversations and brief written messages on familiar topics.						
7th grade Unit #1, World Language, Vamos a Escuela						
Unit #1, World Language, En la Escuela						
Unit #2, World Language, Dia de los Muertos						
Unit #3, World Language, Vamos al Restaurante						
{FL.3-12.7.1.NH.A.6} Identify the main idea and other significant ideas in						
readings from age- and level-appropriate, culturally authentic materials.						
7th grade, Unit #8, World Language, Cinco de Mayo						
Unit #1, World Language, En la Escuela						
Unit #2, World Language, Dia de los Muertos						
Unit #8, World Language, Cinco de Mayo						
{FL.3-12.7.1.NH.B} Interpersonal Mode						
{FL.3-12.7.1.NH.B.1} Use digital tools to exchange basic information by						
recombining memorized words, phrases, and sentences on topics related to self and targeted themes.						
Unit #1, World Language, En la Escuela						
Unit #2, World Language, Dia de los Muertos						
Unit #3, World Language, Vamos al Restaurante						
Unit #5, World Language, Irregular yo						
{FL.3-12.7.1.NH.B.2} Give and follow a series of oral and written directions,						
commands, and requests for participating in age- and level- appropriate classroom						
and cultural activities.						
7th grade Unit #1, World Language, Vamos a Escuela						
Unit #1, World Language, En la Escuela						
Unit #2, World Language, Dia de los Muertos						

{FL.3-12.7.1.NH.B.3} Imitate appropriate gestures, intonation, and common						
idiomatic expressions of the target culture(s)/language during daily interactions. 7th grade Unit #1, World Language, Vamos a Escuela						
{FL.3-12.7.1.NH.B.4} Ask and respond to questions, make requests, and express						
preferences in various social situations.						
7th grade Unit #1, World Language, Vamos a Escuela						
7th grade, Unit #3, World Language, Presentations and Introductions						
7th grade, Unit #4, World Language, Locations and Prepositions ¿Adónde Vas?						
Unit #1, World Language, En la Escuela						
Unit #3, World Language, Vamos al Restaurante						
{FL.3-12.7.1.NH.B.5} Converse on a variety of familiar topics and/or topics studied in other content areas.						
Unit #1, World Language, En la Escuela						
Unit #3, World Language, Vamos al Restaurante						
{FL.3-12.7.1.NH.B.A} The Novice-High language learner has progressed from						
understanding and communicating at the word level to understanding and						
communicating at the sentence level and can use words, lists, and simple sentences independently to:						
Unit #1, World Language, En la Escuela						
Unit #2, World Language, Dia de los Muertos						
{FL.3-12.7.1.NH.B.A.1} Ask and answer questions related to everyday life.						
7th grade Unit #1, World Language, Vamos a Escuela						
7th grade, Unit #6, World Language, ¿Ser ó Estar?						
7th grade, Unit #7, World Language, Likes, Dislikes, and Interests						
Unit #1, World Language, En la Escuela						
Unit #6, World Language, Family and IR -verbs						
Unit #7, World Language, Household						
{FL.3-12.7.1.NH.B.A.2} Handle simple transactions related to everyday life:						
7th grade, Unit #7, World Language, Likes, Dislikes, and Interests						
Unit #7, World Language, Household						
{FL.3-12.7.1.NH.B.A.2.7} Express an opinion and preference.						
7th grade Unit #1, World Language, Vamos a Escuela						
7th grade, Unit #3, World Language, Presentations and Introductions						
7th grade, Unit #7, World Language, Likes, Dislikes, and Interests						
Unit #9, World Language, Stem-Changers and Clothing Preferences						
{FL.3-12.7.1.NH.B.A.2.1} Initiate, maintain, and end a conversation.						
Unit #3, World Language, Vamos al Restaurante						
Unit #7, World Language, Household						
{FL.3-12.7.1.NH.B.A.2.2} Ask for and give permission.						
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Unit #9, World Language, Stem-Changers and Clothing Preferences						
{FL.3-12.7.1.NH.B.A.2.3} Express needs.						
Unit #9, World Language, Stem-Changers and Clothing Preferences						
{FL.3-12.7.1.NH.B.A.2.4} Give reasons.						
7th grade Unit #1, World Language, Vamos a Escuela						
7th grade, Unit #6, World Language, ¿Ser ó Estar?						
7th grade, Unit #7, World Language, Likes, Dislikes, and Interests						
Unit #7, World Language, Household						
Unit #9, World Language, Stem-Changers and Clothing Preferences						
{FL.3-12.7.1.NH.B.A.2.5} Request, suggest, and make arrangements.						
7th grade, Unit #3, World Language, Presentations and Introductions						
Unit #9, World Language, Stem-Changers and Clothing Preferences						
{FL.3-12.7.1.NH.B.A.2.6} Extend, accept, and decline an invitation.						
7th grade, Unit #3, World Language, Presentations and Introductions						
{FL.3-12.7.1.NH.B.B} Immigration changes both the community of origin and the						
new community. (Topics that assist in the development of this understanding should						
include, but are not limited to: current and past immigration patterns, the impact of						
immigration on society, and related issues.)						
7th grade, Unit #8, World Language, Cinco de Mayo						
Unit #8, World Language, Cinco de Mayo						
{FL.3-12.7.1.NH.B.C} The study of another language and culture deepens						
understanding of where and how people live and why events occur. (Content areas						
that assist in the development of this understanding should include, but are not limited						
to: history, science, economics, and geography.) 7th grade Unit #2, World Language, Dia de los Muertos						
Unit #7, World Language, Household						
{FL.3-12.7.1.NH.B.D} Due to globalization and advances in technology, the						
products and practices of a culture change over time, and these changes may impact						
cultural perspectives. (Content areas that assist in the development of this						
understanding should include, but are not limited to: science, technology, history,						
social sciences, the visual and performing arts, and world literature.)						
7th grade Unit #2, World Language, Dia de los Muertos						
{FL.3-12.7.1.NH.B.E} Human and animal migration are often related to the						
availability of resources and the ability to adapt to the environment. (Topics that assist						
in the development of this understanding should include, but are not limited to:						
habitats, animals, weather, science, geography, social sciences, and distribution of						
resources.)						
7th grade, Unit #8, World Language, Cinco de Mayo						
Unit #8, World Language, Cinco de Mayo						

{FL.3-12.7.1.NH.B.F} Personal preferences and skills are key factors to consider						
when making decisions about postsecondary plans. (Topics that assist in the						
development of this understanding should include, but are not limited to: personal						
likes/dislikes, subject-area preferences, academic record, and career awareness,						
exploration, and preparation.)						
7th grade, Unit #9, World Language, Past, Present, and Future						
{FL.3-12.7.1.NH.B.G} The amount of leisure time available and how it is spent						
varies among cultures. (Topics that assist in the development of this understanding						
should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)						
7th grade, Unit #4, World Language, Locations and Prepositions ¿Adónde Vas?						
Unit #7, World Language, Household						
{FL.3-12.7.1.NH.B.H} Wellness practices may vary across cultures. (Topics that						
assist in the development of this understanding should include, but are not limited to:						
sports and physical fitness activities and common health conditions/problems and						
remedies.)						
Unit #9, World Language, Stem-Changers and Clothing Preferences						
{FL.3-12.7.1.NH.B.I} Online newspapers, magazines, blogs, wikis, podcasts,						
videos, and government sites provide current information on perspectives of the target						
culture on local, national, and global problems/issues. (Topics that assist in the						
development of this understanding should include, but are not limited to: current						
events and contemporary and emerging global issues, problems, and challenges [e.g.,						
population growth and migration; environmental degradation and protection;						
discrimination and other conflicts; and the allocation of scarce resources].)						
Unit #3, World Language, Vamos al Restaurante {FL.3-12.7.1.NH.B.J} Current trends and issues influence popular culture. (Topics	1					
that assist in the development of this understanding should include, but are not limited						
to: fashion, style, popular music, art, and pastimes.)						
7th grade, Unit #3, World Language, Presentations and Introductions						
Unit #7, World Language, Household						
{FL.3-12.7.1.NH.C} Presentational Mode						
{FL.3-12.7.1.NH.C.1} Recombine basic information at the word and sentence						
level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.						
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7th grade Unit #2, World Language, Dia de los Muertos						
7th grade, Unit #6, World Language, ¿Ser ó Estar?						
Unit #2, World Language, Dia de los Muertos						
Unit #5, World Language, Irregular yo						
{FL.3-12.7.1.NH.C.2} Create and present brief messages, poems, rhymes,						
songs, short plays, or role-plays using familiar vocabulary orally or in writing.						
7th grade, Unit #3, World Language, Presentations and Introductions						
7th grade, Unit #4, World Language, Locations and Prepositions ¿Adónde Vas?						
Ser ó Estar?ئ ,Ser ó Estar						

Unit #2, World Language, Dia de los Muertos						
Unit #3, World Language, Vamos al Restaurante						
Unit #6, World Language, Family and IR -verbs						
Unit #7, World Language, Household						
{FL.3-12.7.1.NH.C.3} Describe in writing people and things from the home and						
school environment.						
7th grade, Unit #6, World Language, ¿Ser ó Estar?						
Unit #1, World Language, En la Escuela						
Unit #5, World Language, Irregular yo						
Unit #6, World Language, Family and IR -verbs						
Unit #7, World Language, Household						
Unit #9, World Language, Stem-Changers and Clothing Preferences						
{FL.3-12.7.1.NH.C.4} Tell or retell stories from age- and level-appropriate,						
culturally authentic materials orally or in writing.						
Unit #1, World Language, En la Escuela						
{FL.3-12.7.1.NH.C.5} Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.						
7th grade, Unit #4, World Language, Locations and Prepositions ¿Adónde Vas?						
Unit #2, World Language, Dia de los Muertos						
Unit #3, World Language, Vamos al Restaurante						
{FL.3-12.7.1.NH.C.A} The Novice-High language learner has progressed from						
understanding and communicating at the word level to understanding and						
communicating at the sentence level and can use words, lists, and simple sentences						
independently to:						
Unit #2, World Language, Dia de los Muertos						
Unit #3, World Language, Vamos al Restaurante						
{FL.3-12.7.1.NH.C.A.1} Handle simple transactions related to everyday life:						
{FL.3-12.7.1.NH.C.A.1.4} Request and suggest.						
Unit #3, World Language, Vamos al Restaurante						
{FL.3-12.7.1.NH.C.A.1.1} Express needs.						
{FL.3-12.7.1.NH.C.A.1.2} Give reasons.						
Unit #7, World Language, Household						
{FL.3-12.7.1.NH.C.A.1.3} Express an opinion and preference.						
Unit #3, World Language, Vamos al Restaurante						
{FL.3-12.7.1.NH.C.B} Immigration changes the community of origin and the new						
community. (Topics that assist in the development of this understanding should						
include, but are not limited to: current and past immigration patterns, the impact of						
immigration on society, and related issues.) 7th grade, Unit #8, World Language, Cinco de Mayo						
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Unit #8, World Language, Cinco de Mayo						
{FL.3-12.7.1.NH.C.C} The study of another language and culture deepens						
understanding of where and how people live and why events occur. (Content areas						
that assist in the development of this understanding should include, but are not limited						
to: history, science, economics, and geography.)						
7th grade Unit #2, World Language, Dia de los Muertos						
7th grade, Unit #8, World Language, Cinco de Mayo						
Unit #8, World Language, Cinco de Mayo						
{FL.3-12.7.1.NH.C.D} Due to globalization and advances in technology, the						
products and practices of a culture change over time, and these changes may impact						
cultural perspectives. (Content areas that assist in the development of this						
understanding should include, but are not limited to: science, technology, history,						
social sciences, the visual and performing arts, and world literature.)						
7th grade Unit #2, World Language, Dia de los Muertos						
{FL.3-12.7.1.NH.C.E} Human and animal migration are often related to the						
availability of resources and the ability to adapt to the environment. (Topics that assist						
in the development of this understanding should include, but are not limited to:						
habitats, animals, weather, science, geography, social sciences, and distribution of						
resources.)						
7th grade, Unit #8, World Language, Cinco de Mayo						
Unit #8, World Language, Cinco de Mayo						
{FL.3-12.7.1.NH.C.F} Personal preferences and skills are key factors to consider						
when making decisions about postsecondary plans. (Topics that assist in the						
development of this understanding should include, but are not limited to: personal						
likes/dislikes, subject-area preferences, academic record, and career awareness,						
exploration, and preparation.)						
7th grade, Unit #3, World Language, Presentations and Introductions						
{FL.3-12.7.1.NH.C.G} The amount of leisure time available and how it is spent						
varies among cultures. (Topics that assist in the development of this understanding						
should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)						
7th grade, Unit #3, World Language, Presentations and Introductions {FL.3-12.7.1.NH.C.H} Wellness practices may vary across cultures. (Topics that						
assist in the development of this understanding should include, but are not limited to:						
sports and physical fitness activities and common health conditions/problems and						
remedies.)						
Unit #9, World Language, Stem-Changers and Clothing Preferences						
{FL.3-12.7.1.NH.C.I} Online newspapers, magazines, blogs, wikis, podcasts,						
videos, and government websites provide current information on perspectives of the						
target culture on local, national, and global problems/issues. (Topics that assist in the						
development of this understanding should include, but are not limited to: current						
events and contemporary and emerging global issues, problems, and challenges [e.g.,						
population growth and migration; environmental degradation and protection;						
discrimination and other conflicts; and the allocation of scarce resources].)						
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7th grade Unit #2, World Language, Dia de los Muertos						
{FL.3-12.7.1.NH.C.J} Current trends and issues influence popular culture. (Topics						
that assist in the development of this understanding should include, but are not limited						
to: fashion, style, popular music, art, and pastimes.)						
7th grade Unit #2, World Language, Dia de los Muertos						