

Time Frame:	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessments
5 Weeks	TRAVEL	Engage in a conversation between a travel agent and a tourist who is planning a vacation.	7.1-A2,B2,3,4	Create a skit taking place in a travel agency and perform in front of class.
		Discuss vacation itinerary with a friend.	7.1-B3,4	Create an itinerary of trip to target language country. Budget time and money.
		Discuss distance and mode of travel from one destination to another.	7.1-A5	Determine distances on a map.
		Engage in a conversation where a tourist wishes to reserve a hotel room. State preferences, request special services, inquire about amenities, etc.	7.1-A4,B3,4	Roleplay a conversation between a hotel clerk and a tourist.
		Discuss clothing and items which will be needed for this trip, based on weather conditions and available activities.	7.1-B3,4	Explain which items will be packed and why.
		Ask for and give directions.	7.1 - B1,3	Present a dialog between a tourist and a local resident.
		Manipulate currency of travel destination.	7.1 - A4,5	Create a dialog between a tourist who is shopping and a store clerk. Present to class.
		Ask for assistance at a tourist information center, a car rental agency, a service station, etc.	7.1 - B3,4	
		Recount details of trip upon return.	7.1 - C3	Oral presentation to class. Write a letter to a friend recounting details of trip.

5 Weeks	FRIENDSHIPS and	Make a date with a friend.	7.1 - B1,3	Role-play an informal phone conversation with a friend, and present to class.	
			7.2 - B1		
	RELATIONSHIPS	Invite someone to accompany you on an outing.	7.1 - B1,3	Write a letter to an advice columnist, explaining a problem you are having with a friend or parent.	
		Explain personal problem to friend and ask for advice.	7.1 - B4	Create and perform a skit between a teen and his/her parents.	
		Introduce a friend/date to your parents.	7.1 - B4		
		Discuss dating rules with parents.	7.1 - B4	Present to class a list of rules that you must abide by at home, giving your parents' reasons for these rules.	
		Discuss after prom plans with parents.	7.1 - B3,4		
		Compare and contrast parental guidelines for social activities.	7.2 - A1	Survey classmates on their own personal restrictions and guidelines for social activities.	
		Announce an upcoming event to a group of students and try to convince them to attend.	7.1 - B4		
				Create a poster of an important event in your school and publicly advertise it.	
	5 Weeks	LET'S CELEBRATE!	Discuss preparations for a family celebration.	7.1 - B4	Choose an event and make preparations: <ul style="list-style-type: none"> - plan a menu - explain a recipe - make an invitation - create a schedule of activities - engage in a phone conversation, providing someone with the directions to your home or restaurant - recount party events using photos
			Assign responsibilities to specific family members.	7.1 - B1	
Speak with a restaurant owner, and make reservations for a party.			7.1 - B3,4		
Discuss with a friend the gift you are going to buy.			7.1 - B4		
Discuss with family members various party games and activities.			7.1 - B4		

				- describe who attended, what they wore, gifts received
		Engage in a phone conversation, inviting friends and family members to party.	7.1 - B3	
				Create a presentation, highlighting items needed to be purchased for this event.
		Explain to class which gifts you are hoping to receive.	7.1 - B4	
		Express surprise and disappointment.	7.1 - A3,4, B2	
		Recount details of party to a friend who was not able to attend.	7.1 - B3,4	
				Using a graphic organizer, explain to class cultural similarities and differences.
		Compare and contrast cultural customs and celebrations in target language country and U.S.	7.2 - A1	
5 Weeks	MUSIC, TV and FILM	Market a product you have created.	7.1 - C2,4	Write and present an infomercial about an original product you have created. Convince your viewers to buy it.
		Suggest and recommend to classmates your favorite TV shows or movies.	7.1 - B4,5	Create or copy a page of TV listings. Explain to class which programs you watch, at what time they air, and why they interest you.
		Express opinions about a specific movie or TV program.	7.1 - B4,5	
		Critique a film you've seen.	7.1 - B4,5	Create a debate between two movie critics, each having different opinions about a particular film. Present to class.
		Give a brief synopsis of movie plot.	7.1 - B4,5 C3	
		Respond to questions about a specific movie or film you've seen.	7.1 - B3	Rewrite a movie ending and share with class.
		Predict the next possible storyline of the episode to follow in a specific TV program.	7.1 - B4	Re-enact a scene from a film or TV show, performing scene using the target language.

				Present a skit which takes place at the box office of a movie theater.
		Explain lyrics and musical genre of a favorite song.	7.1 - C1	In a class presentation, - play a tape of a favorite song - explain to class what the singer is trying to say in his lyrics
		Identify instruments heard in song.	7.1 - C1	- explain how the singer's life may have influenced the songs he writes
		Identify native singer of target language and describe some details of his life and the types of songs he sings.	7.2 - A4, B2	Teach the class a song written in the target language. Explain the lyrics.
				Write or song or jingle in the target language and teach it to the class.
				Create a Foreign Language Idol show. Critique and judge performances by classmates.
5 Weeks	WEEKEND ACTIVITIES	Describe various weekend activities.	7.1 - B3,4	Create a list of weekend activities.
		Express personal preferences for movies, TV shows, plays, etc.	7.1 - B3,4	List activities according to personal preference.
		Explain the plot summary of a book you read recently.	7.1 - B5	In a class presentation, retell a story you just read, using the pictures from the book to recount the plot.
				Write a short synopsis of story.
		Recount a visit to the country or the zoo.	7.1 - B4	Create a poster of a country, farm,

				or zoo scene. Explain to class what you did and saw during a recent trip.
				Write a letter to a friend, describing your day in the country.
		Discuss activities for the coming weekend.	7.1 - B4	Make a schedule of upcoming weekend activities. Explain where you'll be going, what you'll do when you arrive, what you plan to buy, at what time you'll return home. Share with class.
		Describe your activities last weekend.	7.1 - B4	List your activities of last weekend. Then survey the class to see how many classmates participated in the same activities. Report to class.
		Describe weekend activities of students in the target language country.	7.1 - C3 7.2 - A1	Create a venn diagram of the activities in the target language country, as compared with those in the U.S. Explain similarities and differences to the class.
				Analyze the impact these activities have on lifestyles.
		Express your personal preferences about various sports played in the U.S.	7.1 - B3,4	Compare and contrast sports in the target language country and in the U.S.
5 Weeks	FUTURE PLANS	Describe the various personality traits attributed to the zodiac signs.	7.1 - B4	Read horoscopes in target language.

	Predict the future of fellow classmates.	7.1 - C3	Identify classmates' zodiac signs.
			Create original horoscope predictions in the target language to submit to the school newspaper.
	Explain requirements and responsibilities of various professions.	7.1 - A3,B4	Use classified ads from a target language newspaper to create a list of specific jobs requirements.
	Share with classmates your interests and preferences for a future profession.	7.1 - B3,B4	Formulate questions to interview a person who holds a job that interests you. Communicate findings to class.
			Create a survey to distribute to the class. After studying the results, determine the professions/occupations that would best suit each student, judging by their personalities, goals and interests.
	Discuss the advantages and disadvantages of continuing one's education after high school.	7.1 - B3,B4	Engage in a debate between attending college and working after high school.
	Discuss the advantages and disadvantages of entering the work force immediately upon graduation from high school.		
	Reflect on where you see yourself in 10 years. Share thoughts with classmates. List and discuss the steps you'll need to take in order to accomplish this goal.	7.1 - B3,B4	Create a timeline of major events in your life that may take place in the next 10 years. Illustrate and present to the class.

		Identify questions that one may encounter in a college admissions office or on a job interview. Practice asking and answering these questions.	7.1 - B3,B4	Create a list of do's and don'ts when interviewing for a job or admission to a college. Topics may include: proper attire, punctuality, interview etiquette, etc.
				Roleplay an interview between an applicant and a prospective employer or a college admissions counselor.