

RUNNEMEDE SCHOOL DISTRICT

WORLD LANGUAGE CURRICULUM

Kindergarten to Eighth Grade

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Runnemedede School District Mission and Vision Statements

Our Mission

Our mission is to provide a successful educational experience for all children. To this end, we will ensure:

- Demonstratively effective instructional programs
- A safe, clean and healthy learning environment
- A motivated, committed and skilled staff
- Collaboration between school, parents and community
- Managerial and fiscal accountability

Our Vision

All students will experience learning as an enjoyable life long process and demonstrate the acquisition of appropriate knowledge, skills, character and civic responsibility to meet the challenge provided by our constantly changing global society.

RUNNEMEDE SCHOOL DISTRICT

WORLD LANGUAGE CURRICULUM

KINDERGARTEN THROUGH FIFTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| September | All About Me | SWBAT: <ol style="list-style-type: none"> 1. Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age). 2. Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication. 3. Use appropriate greetings and leave taking from the target culture in a variety of scenarios. 4. Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language). 5. Describe self and others. 6. Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing including physical characteristics and | 7.1.NM.A.1 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B4 7.1.NM.C.1 7.1.NM.C4 | Teacher Assessments Oral Presentations Group Projects | Manipulatives Text Books Videos / Recordings Model Curriculum – World Language | One on One teacher support Reduction in questions Alternative Projects Teacher will modify curriculum based on grade level and ability |

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| | | personality qualities by creating a multimedia presentation. | | | Unit 1a |
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KINDERGARTEN THROUGH FIFTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| October | All About Me | SWBAT <ol style="list-style-type: none"> 1. Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to Identify pastime activities and preferences related to these activities. 2. Ask and respond to memorized questions about preferences related to pastime activities using digital tools and face-to-face communication. 3. List culturally specific and personal pastime activities. 4. Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing that includes preferences related to pastime activities by creating a multimedia-rich presentation. | 7.1.NM.A.1 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.4 | Teacher Assessments Oral Presentations Group Projects | Manipulatives Text Books Videos / Recordings Model Curriculum – World Language Unit 1b | One on One teacher support Reduction in questions Alternative Projects Teacher will modify curriculum based on grade level and ability |

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KINDERGARTEN THROUGH FIFTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| November | School Days | SWBAT: 1. Skim and scan target language authentic materials to identify classroom items and furniture and their location. 2. Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture. 3. Ask and respond to memorized questions about classroom items and furniture and their location within the classroom. 4. Produce a written or oral text that compares a classroom in the United States with a classroom in the target culture using information found in age- and level-appropriate culturally authentic materials. 5. Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information related to a typical school day in the target culture(s). 6. Use physical response to demonstrate understanding of classroom routines. 7. Ask and respond to memorized questions about a typical school day using digital tools and face-to-face communication through the target language. 8. Produce a multimedia rich presentation that compares school life in the home and target culture(s). | 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.3 7.1.NM.C.4 | Teacher Assessments Oral Presentations Group Projects | Manipulatives Text Books Videos / Recordings Model Curriculum – World Language UNITS 2a/2b | One on One teacher support Reduction in questions Alternative Projects Teacher will modify curriculum based on grade level and ability |

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KINDERGARTEN THROUGH FIFTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| December | Home, Sweet Home | SWBAT: 1. Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, and common household items. 2. Skim and scan culturally authentic texts to identify cultural products and practices related to home life. 3. Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home using digital tools and face-to-face communication in the target language. 4. Create a multimedia rich presentation to compare homes in the home and target culture(s). 5. Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home and its contents in the target culture. | 7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.4 | Teacher Assessments Oral Presentations Group Projects | Manipulatives Text Books Videos / Recordings Model Curriculum – World Language UNIT 3a | One on One teacher support Reduction in questions Alternative Projects Teacher will modify curriculum based on grade level and ability |

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KINDERGARTEN THROUGH FIFTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| January | Home, Sweet Home | SWBAT: 1. Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify household chores. 2. Skim and scan culturally authentic texts to identify cultural products and practices related to chores. 3. Ask and respond to memorized questions about the chores that are typically done using digital tools and face-to-face communication in the target language. 4. Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of chores performed in the target culture(s). | 7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.4 | Teacher Assessments Oral Presentations Group Projects | Manipulatives Text Books Videos / Recordings Model Curriculum – World Language UNIT 3b | One on One teacher support Reduction in questions Alternative Projects Teacher will modify curriculum based on grade level and ability |

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KINDERGARTEN THROUGH FIFTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| February | Food, Glorious Food | <p>SWBAT:</p> <ol style="list-style-type: none"> 1. Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s). 2. Use memorized words and phrases to ask and respond to questions related to food preferences, products and practices. 3. Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials. 4. Skim and scan age- and level-appropriate culturally authentic target language menus from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s). 5. Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s). 6. Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to table settings and healthy eating. 7. Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu. | <p>7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.4 7.1.NM.C.4 7.1.NM.C.5</p> | <p>Teacher Assessments</p> <p>Oral Presentations</p> <p>Group Projects</p> | <p>Manipulatives</p> <p>Text Books</p> <p>Videos / Recordings</p> <p>Model Curriculum – World Language UNITS 4a/4b</p> | <p>One on One teacher support</p> <p>Reduction in questions</p> <p>Alternative Projects</p> <p>Teacher will modify curriculum based on grade level and ability</p> |

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KINDERGARTEN THROUGH FIFTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| March | Celebrations! | SWBAT: 1. Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations. 2. Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures. 3. Dramatize an authentic song or recite a poem associated with a target culture celebration. 4. Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify customs and traditions related to cultural celebrations. 5. Ask and respond to simple questions related to customs and traditions related to cultural celebrations in the home and target cultures. 6. Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture. | 7.1.NM.A.1 7.1.NM.A.4 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.3 | Teacher Assessments Oral Presentations Group Projects | Manipulatives Text Books Videos / Recordings Model Curriculum – World Language UNITS 5a/5b | One on One teacher support Reduction in questions Alternative Projects Teacher will modify curriculum based on grade level and ability |

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KINDERGARTEN THROUGH FIFTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| April | Migratory Animals | <p>SWBAT:</p> <ol style="list-style-type: none"> Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about migratory animals. Ask and respond to memorized questions about migratory animals and their habitats - face-to-face communication. Use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) about animals and their habitats. Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that include physical characteristics of migratory animals and their habitats by creating a multimedia-rich presentation. Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about the areas around the world where animals live and the reasons they migrate at different times of the year. Ask and respond to memorized questions about migratory animals and the reasons for their migration using digital tools and face-to-face communication Use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) dealing with reasons that animals migrate. Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that includes reasons animals migrate by creating a multimedia-rich presentation. | <p>7.1.NM.A.1 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.4</p> | <p>Teacher Assessments</p> <p>Oral Presentations</p> <p>Group Projects</p> | <p>Manipulatives</p> <p>Text Books</p> <p>Videos / Recordings</p> <p>Model Curriculum – World Language UNITS 6a/6b</p> | <p>One on One teacher support</p> <p>Reduction in questions</p> <p>Alternative Projects</p> <p>Teacher will modify curriculum based on grade level and ability</p> |

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KINDERGARTEN THROUGH FIFTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| May | Going Green | SWBAT: 1. Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with recycled products of the target culture(s). 2. Give and follow directions regarding recycled products. 3. Ask and respond to memorized questions about recycled products using digital tools and face-to-face communication. 4. Produce a multimedia rich presentation that compares recycled products of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts. | 7.1.NM.A.1 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.4 | Teacher Assessments Oral Presentations Group Projects | Manipulatives Text Books Videos / Recordings Model Curriculum – World Language UNITS 7a | One on One teacher support Reduction in questions Alternative Projects Teacher will modify curriculum based on grade level and ability |

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KINDERGARTEN THROUGH FIFTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| June | Going Green | SWBAT: 1. Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with environmental products and practices of the target culture(s). 2. Give and follow directions regarding environmental practices. 3. Ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication through the target language. 4. Produce a multimedia rich presentation that compares environmental products and practices of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts. | 7.1.NM.A.1 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.4 | Teacher Assessments Oral Presentations Group Projects | Manipulatives Text Books Videos / Recordings Model Curriculum – World Language UNITS 7b | One on One teacher support Reduction in questions Alternative Projects Teacher will modify curriculum based on grade level and ability |

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WORLD LANGUAGE CURRICULUM

SIXTH THROUGH EIGHTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| September | All About Me | <p>SWBAT:</p> <ol style="list-style-type: none"> 1. Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes. 2. Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication. 3. Use appropriate greetings and leave taking from the target culture in a variety of scenarios. | <p>7.1.NM.A.1 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.4</p> | <p>Teacher Assessments</p> <p>Oral Presentations</p> <p>Group Projects</p> | <p>Manipulatives</p> <p>Text Books</p> <p>Videos / Recordings</p> <p>Model Curriculum – World Language UNIT 1</p> | <p>One on One teacher support</p> <p>Reduction in questions</p> <p>Alternative Projects</p> <p>Teacher will modify curriculum based on grade level and ability</p> |

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SIXTH THROUGH EIGHTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| October | All About Me | <p>SWBAT:</p> <ol style="list-style-type: none"> 1. Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language). 2. Describe self and others. 3. List culturally specific and personal pastime activities. 4. Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation. | <p>7.1.NM.B.3</p> <p>7.1.NM.C.1</p> <p>7.1.NM.C.4</p> | <p>Teacher Assessments</p> <p>Oral Presentations</p> <p>Group Projects</p> | <p>Manipulatives</p> <p>Text Books</p> <p>Videos / Recordings</p> <p>Model Curriculum – World Language UNIT 1</p> | <p>One on One teacher support</p> <p>Reduction in questions</p> <p>Alternative Projects</p> <p>Teacher will modify curriculum based on grade level and ability</p> |

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SIXTH THROUGH EIGHTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| November | School Days | <p>SWBAT:</p> <ol style="list-style-type: none"> 1. Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life, schedules, and classroom activities. 2. Use physical response to demonstrate understanding of classroom routines. 3. Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language. 4. Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts. | <p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.4</p> | <p>Teacher Assessments</p> <p>Oral Presentations</p> <p>Group Projects</p> | <p>Manipulatives</p> <p>Text Books</p> <p>Videos / Recordings</p> <p>Model Curriculum – World Language UNIT 2</p> | <p>One on One teacher support</p> <p>Reduction in questions</p> <p>Alternative Projects</p> <p>Teacher will modify curriculum based on grade level and ability</p> |

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SIXTH THROUGH EIGHTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| December | Home, Sweet Home | <p>SWBAT:</p> <ol style="list-style-type: none"> 1. Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, common household items, and household chores. 2. Skim and scan culturally authentic texts to identify cultural products and practices related to home life. 3. Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language. | <p>7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.4</p> | <p>Teacher Assessments</p> <p>Oral Presentations</p> <p>Group Projects</p> | <p>Manipulatives</p> <p>Text Books</p> <p>Videos / Recordings</p> <p>Model Curriculum – World Language UNIT 3</p> | <p>One on One teacher support</p> <p>Reduction in questions</p> <p>Alternative Projects</p> <p>Teacher will modify curriculum based on grade level and ability</p> |

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SIXTH THROUGH EIGHTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| January | Home, Sweet Home | SWBAT: <ol style="list-style-type: none"> 1. Create a multimedia rich presentation to compare homes and household chores in the home and target cultures. 2. Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe homes in the target culture. 3. Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language. | 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.4 | Teacher Assessments Oral Presentations Group Projects | Manipulatives Text Books Videos / Recordings Model Curriculum – World Language UNIT 3 | One on One teacher support Reduction in questions Alternative Projects Teacher will modify curriculum based on grade level and ability |

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WORLD LANGUAGE CURRICULUM

SIXTH THROUGH EIGHTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| February | Food, Glorious Food | <p>SWBAT:</p> <ol style="list-style-type: none"> 1. Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s). 2. Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s). 3. Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices. | <p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.2</p> | <p>Teacher Assessments</p> <p>Oral Presentations</p> <p>Group Projects</p> | <p>Manipulatives</p> <p>Text Books</p> <p>Videos / Recordings</p> <p>Model Curriculum – World Language UNIT 4</p> | <p>One on One teacher support</p> <p>Reduction in questions</p> <p>Alternative Projects</p> <p>Teacher will modify curriculum based on grade level and ability</p> |

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SIXTH THROUGH EIGHTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| March | Food, Glorious Food | SWBAT: 1. Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu. 2. Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials. 3. Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices. | 7.1.NM.A.2 7.1.NM.B.2 7.1.NM.B4 7.1.NM.C.4 7.1.NM.C.5 | Teacher Assessments Oral Presentations Group Projects | Manipulatives Text Books Videos / Recordings Model Curriculum – World Language UNIT 4 | One on One teacher support Reduction in questions Alternative Projects Teacher will modify curriculum based on grade level and ability |

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SIXTH THROUGH EIGHTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| April | Celebrations | SWBAT: 1. Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations. 2. Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures. 3. Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture. 4. Dramatize an authentic song or recite a poem associated with a target culture celebration. | 7.1.NM.A.1 7.1.NM.A.4 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.5 | Teacher Assessments Oral Presentations Group Projects | Manipulatives Text Books Videos / Recordings Model Curriculum – World Language UNIT 5 | One on One teacher support Reduction in questions Alternative Projects Teacher will modify curriculum based on grade level and ability |

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SIXTH THROUGH EIGHTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| May | Migratory Animals | <p>SWBAT:</p> <ol style="list-style-type: none"> 1. Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about migratory animals, their habitats, and the reasons for migration. 2. Ask and respond to memorized questions about migratory animals, their habitats, and the reasons for their migration using digital tools and face-to-face communication. 3. Use culturally appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language). 4. Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that includes physical characteristics of migratory animals, their habitats, and their migratory patterns by creating a multimedia-rich presentation. | <p>7.1.NM.A.1 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.4</p> | <p>Teacher Assessments</p> <p>Oral Presentations</p> <p>Group Projects</p> | <p>Manipulatives</p> <p>Text Books</p> <p>Videos / Recordings</p> <p>Model Curriculum – World Language UNIT 6</p> | <p>One on One teacher support</p> <p>Reduction in questions</p> <p>Alternative Projects</p> <p>Teacher will modify curriculum based on grade level and ability</p> |

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SIXTH THROUGH EIGHTH GRADE

| Month | Content | Skills | Standards | Assessment | Materials | Accommodations / Modifications |
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| June | Going Green! | SWBAT: 1. Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with environmental products and practices of the target culture(s). 2. Give and follow directions regarding environmental practices. 3. Ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication through the target language. 4. Produce a multimedia rich presentation that compares environmental products and practices of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts. | 7.1.NM.A.1 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.4 | Teacher Assessments Oral Presentations Group Projects | Manipulatives Text Books Videos / Recordings Model Curriculum – World Language UNIT 7 | One on One teacher support Reduction in questions Alternative Projects Teacher will modify curriculum based on grade level and ability |