



Allamuchy Township School District
Allamuchy, NJ

World Language
Grades K-8

CURRICULUM GUIDE

September 2019
Mr. Joseph E. Flynn, Superintendent

**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Allamuchy Board of Education
At the regular meeting held on October 28, 2019
And**

**Aligned with the New Jersey Core Curriculum Content Standards
And Common Core Content Standards**

Philosophy

World Language in the 21st Century: Our Allamuchy Township School District students are citizens who are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders. The goal of our program is to create students who are able to effectively communicate in more than one language with an appropriate understanding of cultural contexts and are globally literate. The study of another language and culture enables individuals whether functioning as citizens or workers, to communicate face-to-face or by virtual means in appropriate ways with people of diverse cultures.

Mission Statement

Building on tradition and success, the mission of the Allamuchy Township School District is to foster a caring and creative environment where students grow as learners and citizens while developing 21st century skills. We provide a culture for social emotional learning that contributes to a positive school climate, increased academic success, and a sense of ownership within the community.

The Allamuchy Learner

The Allamuchy Township School District pursues a holistic approach to encouraging the educational growth of every student. We consider each student as an individual with particular strengths and weaknesses, likes and dislikes and varying motivations. The goal of the Allamuchy educational program is to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society.

Focus Topic: Interpretive Mode		Grade Level: Novice- Mid	
Learning Standard	Resources	Benchmark/ Assessment	Student Evidence
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.	http://wayback.archive-it.org/855/20101103144925/http://nflrc.iastate.edu/ https://wlcclassroom.com/category/online-activities/ https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola	Performance task	Match pictures and draw pictures based on oral descriptions of physical and/or personality traits Answer simple questions related to pastime activities using digital tools and face-to-face communication.
7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.		Performance Task Teacher Observation	Ask memorized questions related to pastime activities using digital tools and face-to-face communication.
7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).		Performance task Teacher observation Formative assessment	Identify culturally specific pastime activities.
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.		Oral Assessment Teacher observation	Describe self and others using oral or written text.

<p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p>		<p>Performance task Formative assessment Teacher observation</p>	<p>Understand some basic information when someone talks about likes and dislikes related to pastime activities and sports.</p>
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Focus Topic: Interpretive Mode		Grade Level: Novice - High and Intermediate-High	
Learning Standard	Resources	Benchmark/ Assessment	Student Evidence
<p>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 in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	<p>http://wayback.archive-it.org/855/20101103144925/http://nflrc.iastate.edu/</p> <p>https://wlclassroom.com/category/online-activities/</p>	<p>Performance task</p>	<p>Match pictures and draw pictures based on oral descriptions of physical and/or personality traits Answer simple questions related to pastime activities using digital tools and face-to-face communication.</p>
<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p>	<p>https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-</p>	<p>Performance task Teacher observation</p>	<p>Ask memorized questions related to pastime activities using digital tools and face-to-face communication.</p>

7.1.NH.A.3 Recognize a few common gestures and cultural practices associated with the target culture.	loyola	Performance task Teacher observation Formative assessment	Identify culturally specific pastime activities.
7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.		Oral Assessment Teacher observation	Describe self and others using oral or written text.
7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.		Performance task Formative assessment Teacher observation	Understand some basic information when someone talks about likes and dislikes related to pastime activities and sports.
7.1.NH.A.6 Reserved			
7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.		Teacher observation Performance task	Understand when someone is stating their age and telling where they are from.
7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.		Teacher observation Performance task Summative assessment	Greet and take leave in a culturally acceptable manner.

Focus Topic: Interpersonal Mode		Grade Level: Novice- Mid	
Learning Standard	Resources	Benchmark/ Assessment	Student Evidence
7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	http://www.nclrc.org/TeachingWorldLanguages/chap6-interpersonal.pdf https://activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATs-Feb2011.pdf https://activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATs-Feb2011.pdf	Performance task Teacher observation Oral presentation	Introduce self and others.
7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		Performance task Teacher observation Oral presentation	Ask for some personal information such as name, age, and where he/she is from.
7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		Performance task Teacher observation Oral presentation	Adjust intonation as appropriate for asking a question
7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		Performance task Teacher observation Oral presentation	Respond to memorized questions related to physical characteristics and personality qualities.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		Performance task Teacher observation Oral presentation	Can greet and take leave in a culturally acceptable manner.
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Focus Topic: Interpersonal Mode		Grade Level: Novice - High and Intermediate-High	
Learning Standard	Resources	Benchmark/ Assessment	Student Evidence
7.1.NH.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	http://www.nclrc.org/TeachingWorldLanguages/chap6-interpersonal.pdf https://activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATs-Feb2011.pdf	Performance task Teacher observation Oral presentation	Introduce self and others.
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.	https://activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATs-Feb2011.pdf	Performance task Teacher observation Oral presentation	Respond to learned questions.
7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target		Performance task Teacher observation Oral presentation	Adjust intonation as appropriate for asking a question.

7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.		Performance task Teacher observation Oral presentation	Answer simple questions related to physical characteristics and personality qualities.
7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.		Performance task Teacher observation Oral presentation	Initiate, maintain, and end a conversation.

Focus Topic: Presentational Mode		Grade Level: Novice - Mid	
Learning Standard	Resources	Benchmark/ Assessment	Student Evidence
7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	http://www.nclrc.org/TeachingWorldLanguages/cha p8-presentational.pdf https://education.ohio.gov/getattachment/Topics/Ohio-Learning-Standards/Foreign-Language/World-Languages-Model-	Performance task Teacher observation Student project	Use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes physical characteristics and/or personality qualities.
7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	https://education.ohio.gov/getattachment/Topics/Ohio-Learning-Standards/Foreign-Language/World-Languages-Model-	Performance task Teacher observation Student project	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.	Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/FINAL-Novice-Presentational-Guidance_august1_2015.pdf.aspx	Performance task Teacher observation Student project	Use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes physical characteristics and/or personality qualities.
7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		Performance task Teacher observation Student project	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).		Performance task Teacher observation Student project	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Focus Topic: Presentation Mode		Grade Level: Novice - High	
Learning Standard	Resources	Benchmark/ Assessment	Student Evidence
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.	http://www.nclrc.org/TeachingWorldLanguages/chap8-presentational.pdf	Performance task Teacher observation Student project	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

<p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	<p>https://education.ohio.gov/getattachment/Topics/Ohio-s-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/FINAL-Novice-Presentational-Guidance_august1_2015.pdf.aspx</p>	<p>Performance task Teacher observation Student project</p>	<p>Describe in writing people and things from the home and school environment.</p>
<p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>https://education.ohio.gov/getattachment/Topics/Ohio-s-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/FINAL-Novice-Presentational-Guidance_august1_2015.pdf.aspx</p>	<p>Performance task Teacher observation Student project</p>	<p>Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
<p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	<p>https://education.ohio.gov/getattachment/Topics/Ohio-s-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/FINAL-Novice-Presentational-Guidance_august1_2015.pdf.aspx</p>	<p>Performance task Teacher observation Student project</p>	<p>Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>

PACING GUIDE

(B= Beginning, D= Developing, M= Mastered)

7.1 NM.A Interpretive Mode Novice-Mid									
Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
7.1.NM.A.1	B	B	B/D	D	D				
7.1.NM.A.2	B	B	B/D	D	D				
7.1.NM.A.3	B	B	B/D	D	D				
7.1.NM.A.4	B	B	B/D	D	D				
7.1.NM.A.5	B	B	B/D	D	D				
7.1NH.A Interpretive Mode Novice-High									
7.1.NH.A.1						B	B	B/D	D/M
7.1.NH.A.2						B	B	B/D	D/M
7.1.NH.A.3						B	B	B/D	D/M
7.1.NH.A.4						B	B	B/D	D/M
7.1.NH.A.5						B	B	B/D	D/M
7.1.NH.A.6						B	B	B/D	D/M
7.1.NH.A.7						B	B	B/D	D/M
7.1.NH.A.8						B	B	B/D	D/M

PACING GUIDE
(B= Beginning, D= Developing, M= Mastered)

7.1NM.B Interpersonal Mode									
Novice-Mid									
Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
7.1.NM.B.1	B	B	B	D	D				
7.1.NM.B.2	B	B	B	D	D				
7.1.NM.B.3	B	B	B	D	D				
7.1.NM.B.4	B	B	B	D	D				
7.1.NM.B.5	B	B	B	D	D				
7.1NH.B Interpersonal Mode									
Novice-Mid									
7.1.NH.B.1						B	B	D	D
7.1.NH.B.2						B	B	D	D
7.1.NH.B.3						B	B	D	D
7.1.NH.B.4						B	B	D	D
7.1.NH.B.5						B	B	D	D
7.1NH.C Presentation Mode									
Novice-Mid									
7.1.NH.C.1	B	B	D	D	D				
7.1.NH.C.2	B	B	D	D	D				
7.1.NH.C.3	B	B	D	D	D				
7.1.NH.C.4	B	B	D	D	D				
7.1.NH.C.5	B	B	D	D	D				
7.1NH.C Presentation Mode									
Novice-High									
7.1.NH.C.1						B	B	D	D/M
7.1.NH.C.2						B	B	D	D/M
7.1.NH.C.3						B	B	D	D/M
7.1.NH.C.4						B	B	D	D/M
7.1.NH.C.5						B	B	D	D/M

