

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.	<a href="http://wayback.archive-it.org/855/20101103144925/http://nflrc.iastate.edu/">http://wayback.archive-it.org/855/20101103144925/http://nflrc.iastate.edu/</a> <a href="https://wlclassroom.com/category/online-activities/">https://wlclassroom.com/category/online-activities/</a> <a href="https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola">https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola</a>	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.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials 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.
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Focus Topic: Interpretive Mode		Grade Level: Novice - High and Intermediate-High	
Learning Standard	Resources	Benchmark/ Assessment	Student Evidence
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.	<a href="http://wayback.archive-it.org/855/20101103144925/http://nflrc.iastate.edu/">http://wayback.archive-it.org/855/20101103144925/http://nflrc.iastate.edu/</a>  <a href="https://wlclassroom.com/category/online-activities/">https://wlclassroom.com/category/online-activities/</a>	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.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.	<a href="https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-">https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-</a>	Performance task Teacher observation	Ask memorized questions related to pastime activities using digital tools and face-to-face communication.

7.1.NH.A.3 Recognize a few common gestures and cultural practices associated with the target culture.	<a href="#">loyola</a>	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.	<a href="http://www.nclrc.org/TeachingWorldLanguages/chap6-interpersonal.pdf">http://www.nclrc.org/TeachingWorldLanguages/chap6-interpersonal.pdf</a>  <a href="https://activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATs-Feb2011.pdf">https://activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATs-Feb2011.pdf</a>  <a href="https://activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATs-Feb2011.pdf">https://activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATs-Feb2011.pdf</a>	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.	<a href="http://www.nclrc.org/TeachingWorldLanguages/chap6-interpersonal.pdf">http://www.nclrc.org/TeachingWorldLanguages/chap6-interpersonal.pdf</a>  <a href="https://activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATs-Feb2011.pdf">https://activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATs-Feb2011.pdf</a>	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.	<a href="https://activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATs-Feb2011.pdf">https://activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATs-Feb2011.pdf</a>	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.

<b>Focus Topic: Presentational Mode</b>		<b>Grade Level: Novice - Mid</b>	
<b>Learning Standard</b>	<b>Resources</b>	<b>Benchmark/ Assessment</b>	<b>Student Evidence</b>
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.	<a href="http://www.nclrc.org/TeachingWorldLanguages/cha/p8-presentational.pdf">http://www.nclrc.org/TeachingWorldLanguages/cha/p8-presentational.pdf</a>  <a href="https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-">https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-</a>	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.	<a href="https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-">https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-</a>	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.	<a href="#">Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/FINAL-Novice-Presentational-Guidance august1 2015.pdf.aspx</a>	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).

<b>Focus Topic: Presentation Mode</b>		<b>Grade Level: Novice - High</b>	
<b>Learning Standard</b>	<b>Resources</b>	<b>Benchmark/ Assessment</b>	<b>Student Evidence</b>
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.	<a href="http://www.nclrc.org/TeachingWorldLanguages/chap8-presentational.pdf">http://www.nclrc.org/TeachingWorldLanguages/chap8-presentational.pdf</a>	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><a href="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">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</a></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><a href="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">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</a></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><a href="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">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</a></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>



# World Language K-8 Warren Hills Pacing Guide

<b>7.1 NM.A Interpretive Mode Novice-Mid</b>									
<b>Standard</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>
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				
<b>7.1NH.A Interpretive Mode Novice-High</b>									
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
<b>7.1NM.B Interpersonal Mode Novice-Mid</b>									
<b>Standard</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>
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				
<b>7.1NH.B Interpersonal Mode Novice-Mid</b>									
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

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

# World Language K-8 Warren Hills Pacing Guide

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

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

# K-8 Warren Hills Curriculum

## Modifications

### Special Education Students

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act..

#### **GENERAL MODIFICATIONS:**

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

#### **BEHAVIOR MODIFICATIONS:**

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

# K-8 Warren Hills Curriculum

## Modifications

### Students At Risk of School Failure

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

### English Language Learner Students (ELL)

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

# K-8 Warren Hills Curriculum

## Modifications

### Gifted and Talented Students (G&T)

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities