

World Language

2020 New Jersey Student Learning Standards – World Languages			
Focus Topic: Interpretive Mode		Grade Level: Novice- Low- learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.	
Learning Standard Performance Expectation	Core Idea	Intercultural Statements	Possible Topics
<ul style="list-style-type: none"> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts. 	<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> ● Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture. ● Learners recognize and identify a few typical practices of the target culture. 	<ul style="list-style-type: none"> ● Family members, pets, school supplies, animals, weather. ● Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students’ own cultures, authentic songs and dances as a reflection of target culture people.

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.ias.tate.edu/ https://wlclassroom.com/category/online-activities/	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.	https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola	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).	https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola	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.

2020 New Jersey Student Learning Standards – World Languages			
Focus Topic: Interpretive Mode	Grade Level: Novice- Mid- understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.		
Learning Standard Performance Expectation	Core Idea	Intercultural Statements	Possible Topics
<ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. 	<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> ● Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture ● Learners recognize and identify a few typical practices of the target culture. 	<ul style="list-style-type: none"> ● Family, school supplies and routines, pets, weather. ● Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students’ own culture(s), the effects of weather patterns in target language regions of the world and in the students’ own regions.

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.	http://wayback.archive-it.org/855/20101103144925/http://nflrc.iastate.edu/ https://wlclassroom.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.NH.A.2 Demonstrate comprehension of a series of 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.NH.A.3 Recognize a few common gestures and cultural practices associated with the target culture.		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.

2020 New Jersey Student Learning Standards – World Languages			
Focus Topic: Interpretive Mode	Grade Level: Novice- High- sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.		
Learning Standard Performance Expectation	Core Idea	Intercultural Statements	Possible Topics
<ul style="list-style-type: none"> 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. 	<ul style="list-style-type: none"> Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

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August 2024

<ul style="list-style-type: none"> • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. 		<ul style="list-style-type: none"> ● Learners recognize and identify a few typical practices of the target culture. 	<ul style="list-style-type: none"> ● Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.
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2020 New Jersey Student Learning Standards – World Languages			
Focus Topic: Interpersonal Mode	Grade Level: Novice- Low- learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.		
Learning Standard Performance Expectation	Core Idea	Intercultural Statements	Possible Topics
<ul style="list-style-type: none"> • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. • 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. • 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures. 	<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"> ● Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture. ● Learners recognize and identify a few typical practices of the target culture. 	<ul style="list-style-type: none"> ● Family members, school supplies, pets, weather. ● Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

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	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- Mid- understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.		
Learning Standard Performance Expectation	Core Idea	Intercultural Statements	Possible Topics
<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences. 	<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"> ● Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture. ● Learners recognize and identify a few typical practices of the target culture. 	<ul style="list-style-type: none"> ● Family, food, school supplies, pets, preferences, weather, authentic songs and dances. ● Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students’ own culture, a few weather conditions in target language regions of the world and in the students’ own regions.

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August 2024

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 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.		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.			Initiate, maintain, and end a conversation.

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Learning Standard Performance Expectation	Core Idea	Intercultural Statements	Possible Topics
<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <ul style="list-style-type: none"> • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. 	<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<ul style="list-style-type: none"> ● Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. ● Learners recognize and identify a few typical practices of the target culture. 	<ul style="list-style-type: none"> ● Communities, animals and their habitats, technology, geography, climate, fine and performing arts. ● Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of

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August 2024

			geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.
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2020 New Jersey Student Learning Standards – World Languages			
Focus Topic: Presentation Mode		Grade Level: Novice- Low- learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.	
Learning Standard Performance Expectation	Core Idea	Intercultural Statements	Possible Topics
<ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> ● Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. ● Learners recognize and identify a few typical practices of the target culture. 	<ul style="list-style-type: none"> ● Family members, school supplies, pets, weather. ● Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

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/chap8-presentational.pdf	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/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/FINAL-Novice-Presentational-	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.	https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/FINAL-Novice-Presentational-	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.	https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/FINAL-Novice-Presentational-	Performance task Teacher observation Student project	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

<p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>Guidance_august1_2015.pdf.aspx</p>	<p>Performance task Teacher observation Student project</p>	<p>Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
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2020 New Jersey Student Learning Standards – World Languages			
Focus Topic: Presentation Mode	Grade Level: Novice- Mid- understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.		
Learning Standard Performance Expectation	Core Idea	Intercultural Statements	Possible Topics
<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 	<p>Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> ● Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture. ● Learners recognize and identify a few typical practices of the target culture. 	<ul style="list-style-type: none"> ● Family, food, school supplies, pets, preferences, weather, authentic songs and dances. ● Showing respect for different family members and other individuals in the target language societies and in the students’ own culture, school routines and expectations in the target language societies and in the students’ own culture, typical pets in the target culture(s) and in the students’ own culture, a few

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August 2024

<ul style="list-style-type: none"> • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. 			<p>weather conditions in target language regions of the world and in the students' own regions.</p>
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Focus Topic: Presentation Mode		Grade Level: Novice - High	
Learning Standard	Resources	Benchmark/ Assessment	Student Evidence
<p>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.</p>	<p>http://www.nclrc.org/TeachingWorldLanguages/chap8-presentational.pdf</p> <p>https://education.ohio.gov/getattachment/Topics/Ohios-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>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>
<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/Ohios-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 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/Ohios-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>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>
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<p>Focus Topic: Presentation Mode</p>	<p>Grade Level: Novice- High- sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>		
<p>Learning Standard Performance Expectation</p>	<p>Core Idea</p>	<p>Intercultural Statements</p>	<p>Possible Topics</p>
<ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 	<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> ● Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. ● Learners recognize and identify a few typical 	<ul style="list-style-type: none"> ● Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

<p>• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>		<p>practices of the target culture.</p>	<ul style="list-style-type: none"> ● Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.
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Curriculum Modifications

Special Education and 504 Students

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

Behavioral 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

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August 2024

	<ul style="list-style-type: none"> ● Have parent sign homework/behavior chart ● Set and post class rules ● Chart progress and maintain data
<p>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.</p>	<ul style="list-style-type: none"> ● 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
<p>English Language Learner Students (ELL)</p>	<ul style="list-style-type: none"> ● 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
<p>Gifted & Talented Students (G&T)</p>	<p><u>Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:</u></p> <ul style="list-style-type: none"> ● Differentiated curriculum for the gifted learner. ● Regular classroom curricula and instruction that is adapted, modified, or replaced. ● Educational opportunities consist 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. <p style="text-align: center;"><u>Learning Environments:</u></p> <ul style="list-style-type: none"> ● 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