

# **RUNNEMEDE SCHOOL DISTRICT**

## **WORLD LANGUAGE CURRICULUM**

### **Kindergarten to Eighth Grade**

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#### **Runnemed School District Mission Statement**

***Mission Statement:*** The Runnemed School District values the skill set of all members within the school community. In an effort to provide a successful educational experience to all children, we will provide a well rounded program that allows all students to meet the expectations of the New Jersey Student Learning Standards (NJSLs) at all grade levels. This will be ensured through a strong instructional program, safe environment, professional development for staff, and financial accountability.

#### **Standards Breakdown:**

**7.1** represents World Language

**NM** represents Novice - Mid

**A** - Interpretive Mode

**B** - Interpersonal Mode

**C** - Presentational Mode

# **RUNNEMEDE SCHOOL DISTRICT**

## **WORLD LANGUAGE CURRICULUM**

### **KINDERGARTEN THROUGH FIFTH GRADE**

<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
September	All About Me	SWBAT: 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 personality qualities by creating a multimedia presentation.	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 Unit 1a	One on One teacher support  Reduction in questions  Alternative Projects   <b>Teacher will modify curriculum based on grade level and ability</b>

# **RUNNEMEDE SCHOOL DISTRICT**

## **WORLD LANGUAGE CURRICULUM**

### **KINDERGARTEN THROUGH FIFTH GRADE**

<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
October	All About Me	SWBAT 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     <b>Teacher will modify curriculum based on grade level and ability</b>

### **KINDERGARTEN THROUGH FIFTH GRADE**

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## **WORLD LANGUAGE CURRICULUM**

Month	Content	Skills	Standards	Assessment	Materials	Accommodations / Modifications
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   <b>Teacher will modify curriculum based on grade level and ability</b>

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<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
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  <b>Teacher will modify curriculum based on grade level and ability</b>

### **KINDERGARTEN THROUGH FIFTH GRADE**

# **RUNNEMEDE SCHOOL DISTRICT**

## **WORLD LANGUAGE CURRICULUM**

Month	Content	Skills	Standards	Assessment	Materials	Accommodations / Modifications
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 / Recording   Model Curriculum – World Language UNIT 3b	One on One teacher support  Reduction in questions  Alternative Projects  <b>Teacher will modify curriculum based on grade level and ability</b>

### **KINDERGARTEN THROUGH FIFTH GRADE**

Month	Content	Skills	Standards	Assessment	Materials	Accommodations / Modifications
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# **RUNNEMEDE SCHOOL DISTRICT**

## **WORLD LANGUAGE CURRICULUM**

February	Food, Glorious Food	<b>SWBAT:</b> <ol style="list-style-type: none"> <li>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).</li> <li>2. Use memorized words and phrases to ask and respond to questions related to food preferences, products and practices.</li> <li>3. Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.</li> <li>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).</li> <li>5. Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s).</li> <li>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.</li> <li>7. Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.</li> </ol>	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	Teacher Assessments  Oral Presentations  Group Projects	Manipulatives Text Books Videos / Recordings  Model Curriculum – World Language UNITS 4a/4b	One on One teacher support  Reduction in questions  Alternative Projects  <b>Teacher will modify curriculum based on grade level and ability</b>
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### **KINDERGARTEN THROUGH FIFTH GRADE**

# **RUNNEMEDE SCHOOL DISTRICT**

## **WORLD LANGUAGE CURRICULUM**

Month	Content	Skills	Standards	Assessment	Materials	Accommodations / Modifications
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  <b>Teacher will modify curriculum based on grade level and ability</b>

**KINDERGARTEN THROUGH FIFTH GRADE**



# **RUNNEMEDE SCHOOL DISTRICT**

## **WORLD LANGUAGE CURRICULUM**

Month	Content	Skills	Standards	Assessment	Materials	Accommodations / Modifications
April	Migratory Animals	SWBAT: 1. Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about migratory animals. 2. Ask and respond to memorized questions about migratory animals and their habitats - face-to-face communication. 3. 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. 4. 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. 5. Identify information about the areas around the world where animals live and the reasons they migrate at different times of the year. 6. Ask and respond to memorized questions about migratory animals and the reasons for their migration using digital tools and face-to-face communication 7. 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. 8. 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.	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	Teacher Assessments   Oral Presentations   Group Projects	Manipulatives Text Books Videos / Recordings      Model Curriculum – World Language UNITS 6a/6b	One on One teacher support  Reduction in questions  Alternative Projects   <b>Teacher will modify curriculum based on grade level and ability</b>

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<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
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  <b>Teacher will modify curriculum based on grade level and ability</b>

### **KINDERGARTEN THROUGH FIFTH GRADE**

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## **WORLD LANGUAGE CURRICULUM**

Month	Content	Skills	Standards	Assessment	Materials	Accommodations / Modifications
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   <b>Teacher will modify curriculum based on grade level and ability</b>

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Technology	21st Century Skills	Career Education	ELA	Math
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Counting and Cardinality K.CC A. Know number names and the count sequence.</p> <p>1. Count to 100 by ones and by tens.</p> <p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)</p> <p>Geometry K.G A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>

# **RUNNEMEDE SCHOOL DISTRICT**

## **WORLD LANGUAGE CURRICULUM**

### **SIXTH THROUGH EIGHTH GRADE**

<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
September	All About Me	SWBAT: <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Use appropriate greetings and leave taking from the target culture in a variety of scenarios.</li> </ol>	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	Teacher Assessments  Oral Presentations  Group Projects	Manipulatives Text Books Videos / Recordings          Model Curriculum – World Language UNIT 1	One on One teacher support  Reduction in questions  Alternative Projects    <b>Teacher will modify curriculum based on grade level and ability</b>

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### **SIXTH THROUGH EIGHTH GRADE**

<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
October	All About Me	SWBAT: <ol style="list-style-type: none"> <li>1. Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).</li> <li>2. Describe self and others.</li> <li>3. List culturally specific and personal pastime activities.</li> <li>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.</li> </ol>	7.1.NM.B.3 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 1	One on One teacher support  Reduction in questions  Alternative Projects  <b>Teacher will modify curriculum based on grade level and ability</b>

# **RUNNEMEDE SCHOOL DISTRICT**

## **WORLD LANGUAGE CURRICULUM**

### **SIXTH THROUGH EIGHTH GRADE**

<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
November	School Days	SWBAT: 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.	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	Teacher Assessments  Oral Presentations  Group Projects	Manipulatives Text Books Videos / Recordings          Model Curriculum – World Language UNIT 2	One on One teacher support  Reduction in questions  Alternative Projects    <b>Teacher will modify curriculum based on grade level and ability</b>

# **RUNNEMEDE SCHOOL DISTRICT**

## **WORLD LANGUAGE CURRICULUM**

### **SIXTH THROUGH EIGHTH GRADE**

<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
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, 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.	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	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   <b>Teacher will modify curriculum based on grade level and ability</b>



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## **WORLD LANGUAGE CURRICULUM**

### **SIXTH THROUGH EIGHTH GRADE**

<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
January	Home, Sweet Home	SWBAT: 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  <b>Teacher will modify curriculum based on grade level and ability</b>

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### **SIXTH THROUGH EIGHTH GRADE**

<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
February	Food, Glorious Food	SWBAT: 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.	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	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   <b>Teacher will modify curriculum based on grade level and ability</b>

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## **WORLD LANGUAGE CURRICULUM**

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<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
March	Food, Glorious Food	SWBAT: <ol style="list-style-type: none"> <li>1. Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.</li> <li>2. Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.</li> <li>3. Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices.</li> </ol>	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  <b>Teacher will modify curriculum based on grade level and ability</b>

# RUNNEMEDE SCHOOL DISTRICT

## WORLD LANGUAGE CURRICULUM

### SIXTH THROUGH EIGHTH GRADE

Month	Content	Skills	Standards	Assessment	Materials	Accommodations / Modifications
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  <b>Teacher will modify curriculum based on grade level and ability</b>

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### **SIXTH THROUGH EIGHTH GRADE**

<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
May	Migratory Animals	SWBAT: 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.	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	Teacher Assessments  Oral Presentations  Group Projects	Manipulatives Text Books Videos / Recordings  Model Curriculum – World Language UNIT 6	One on One teacher support  Reduction in questions  Alternative Projects  <b>Teacher will modify curriculum based on grade level and ability</b>

# **RUNNEMEDE SCHOOL DISTRICT**

## **WORLD LANGUAGE CURRICULUM**

### **SIXTH THROUGH EIGHTH GRADE**

<b>Month</b>	<b>Content</b>	<b>Skills</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>	<b>Accommodations / Modifications</b>
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   <b>Teacher will modify curriculum based on grade level and ability</b>

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## **WORLD LANGUAGE CURRICULUM**

### INTERDISCIPLINARY CONNECTIONS:

Technology	21st Century Skills	Career Education	ELA
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>