

| Focus Topic: Presentational Mode  |   | Grade Level: Novice - Mid                                  |   |
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| Learning Standard   | Resources   | Benchmark/<br>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. | <a href="http://www.nclrc.org/TeachingWorldLanguages/chap8-presentational.pdf">http://www.nclrc.org/TeachingWorldLanguages/chap8-presentational.pdf</a>   | Performance task<br>Teacher observation<br>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/getattachm ent/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-">https://education.ohio.gov/getattachm ent/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-</a> | Performance task<br>Teacher observation<br>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="https://education.ohio.gov/getattachm ent/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-">https://education.ohio.gov/getattachm ent/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-</a> | Performance task<br>Teacher observation<br>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. |

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| 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. | <a href="#">Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/FINAL-Novice-Presentational-Guidance august1_2015.pdf.aspx</a> | Performance task<br>Teacher observation<br>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<br>Teacher observation<br>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/<br>Assessment   | Student Evidence |

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| <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><a href="http://www.nclrc.org/TeachingWorldLanguages/chap8-presentational.pdf">http://www.nclrc.org/TeachingWorldLanguages/chap8-presentational.pdf</a></p>   | <p>Performance task<br/>Teacher observation<br/>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><a href="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%20august1%202015.pdf">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</a></p> | <p>Performance task<br/>Teacher observation<br/>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><a href="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">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</a></p>     | <p>Performance task<br/>Teacher observation<br/>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<br/>Teacher observation<br/>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</p> |

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| <b>Assessments</b>                                | Performance task, Teacher observation, Oral presentation, Formal Assessment, Projects  |
| <b>21st Century Skills and Career Integration</b> | Ask and respond to questions related to careers/goals<br>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  |
| <b>Technology Integration</b>                     | Digital tools (word processing documents); online simulations, videos, games, museums; create story using digital cameras and multimedia tools; engage in learning activities with students in other classes, schools or countries using various media formats; apply cybersafety and appropriate use policies; use geographic mapping tools to plan and solve problems. |
| <b>Interdisciplinary Integration</b>              | ELA: Ask and respond the questions; Tell, write, recite stories, poems, songs, rhymes, skits, plays<br>Social Studies: Name and label tangible cultural products and imitate cultural practices from the target  |

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|  | culture(s).   |
| <b>Core Instruction and Supplemental Materials</b> | Core Instructional Textbooks, supplemental internet sources and videos  |
| <b>Modifications and Accommodations</b>            | ELL: leveled readers; ELL series workbook; small group instruction<br>Special Education: leveled readers; small group instruction; modified assessments<br>G&T: leveled readers; enrichment activities; small group instruction |