

Paulsboro Public Schools



Curriculum

World Language

Grade 6-12

2012-2013

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.**

Board Approved: 11-2012

PAULSBORO SCHOOL DISTRICT

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Paulsboro School District Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

NOVICE-MID 6-12							
Cpis	Unit	7	Unit	6	Unit	5	Unit
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	X	X	X	X	X	X
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.		X		X		
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).				X		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	X	X	X		X	X
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.				X		
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.	X	X	X		X	X
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.				X		X
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	X				X	
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	X	X	X	X	X	X
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.					X	X
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.	X	X	X	X	X	X
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.					X	

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NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-High	UNIT #: 1	UNIT NAME: All About Me
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCGS
1	Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.	7.1.NH.A.5
2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

Code #	New Jersey Core Curriculum Content Standards for World Languages
<u>Linguistic Content Statements</u>	
<u>Interpretive:</u>	
The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:	
- o Identify the main idea and some supporting details when reading. - o Understand the gist and some supporting details of conversations dealing with everyday life. - o Infer the meaning of some unfamiliar words when used in familiar contexts.	
<u>Interpersonal:</u>	
The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and	

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CONTENT AREA: World Languages	Novice-High	UNIT #: 1	UNIT NAME: All About Me
communicating at the sentence level and can use words, lists, and simple sentences independently to: ○ Ask and answer questions related to everyday life. ○ Handle simple transactions related to everyday life: • Initiate, maintain, and end a conversation. • Ask for and give permission. • Express needs. • Give reasons. • Request, suggest, and make arrangements. • Extend, accept, and decline an invitation. • Express an opinion and preference. <u>Presentational:</u> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to: ○ Handle simple transactions related to everyday life: • Express needs. • Give reasons. • Express an opinion and preference. • Request and suggest. <u>Cultural Content Statement(s):</u> The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)			
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.	This CPI supports Anchor Standard 1 CCSS-ELA Reading.	
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.	This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.	

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CONTENT AREA: World Languages		Novice-High	UNIT #: 1	UNIT NAME: All About Me
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.			
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.			
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.			
CONCEPTS WHAT DO STUDENTS NEED TO KNOW?		SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?		
- Places in the community e.g. recreation, social services, entertainment - Community service opportunities - Community activities - The structures necessary to - Express preferences - Put events in sequential order (e.g. first, second, then, next, finally) - Inquire and talk about free time in the present time frame - Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording) It is understood that students at the NH level will have already mastered the following: - Physical Characteristics - Personality qualities		- Identify main idea of an authentic text dealing with events in the community. - Demonstrate comprehension of a series of oral and written directions related to places and events in the community. - Exchange information about the home community and the target culture(s) community using digital tools such as blogs, wikis, or SKYPE. - Exchange information about community service opportunities available in the home community and the target culture(s) community with individuals from the target culture using digital tools such as blogs, wikis, or SKYPE. - Create a multi-media rich presentation comparing community events and community service opportunities in the home and target culture(s).		

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CONTENT AREA: World Languages	Novice-High	UNIT #: 1	UNIT NAME: All About Me
• Pastime activities • Expressions of likes and dislikes • The structures necessary to: ○ Describe physical qualities and personality qualities ○ Express emotions ○ Tell age ○ Express likes and dislikes		UNIT DESCRIPTION Students use the target language in the three modes of communication to explore how preferences related to hobbies, community and cultural activities, and weekend/after school activities are similar and different in the home and target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.) <u>Interpretive:</u> They interpret authentic written and video/audio texts such as blogs, community bulletin boards, and advertisements that focus on community/cultural events and community service opportunities. <u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to community/cultural events and community service opportunities <u>Presentational:</u> They use sentence level discourse to describe how they and others are involved in community and cultural activities, how they and others contribute positively to their community, and the effect that friends, family, acquaintances, and community context have on their choices related to the above. They compare and contrast cultural practices related to community and cultural events that occur in the home and target culture(s).	

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CONTENT AREA: World Languages	Novice-High	UNIT #: 1	UNIT NAME: All About Me
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NJDOE MODEL CURRICULUM			
CONTENT AREA: World Languages	Novice-High	UNIT #: 2	UNIT NAME: School Days

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING GCSS/NJCCGS
1	Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials dealing with the role of school in the home and target cultures as found in electronic information sources and other texts.	7.1.NH.A.1 7.1.NH.A.6
2	Identify academic and social school activities as found in culturally authentic oral and written texts.	7.1.NH.A.4
3	Ask and respond to questions about the role of school in the home and target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.	7.1.NH.B.1 7.1.NH.B.4
4	Produce written texts and oral presentations to describe the role of school in the home and target culture(s).	7.1.NH.C.2 7.1.NH.C.3
5	Compare and contrast the role of education by exploring school life in the home and target cultures.	7.1.NH.C.2 7.1.NH.C.5

Code #	New Jersey Core Curriculum Content Standards for World Languages
<u>Linguistic Content Statements</u> <u>Interpretive:</u> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to: ○ Identify the main idea and some supporting details when reading. ○ Understand the gist and some supporting details of conversations dealing with everyday life. ○ Infer the meaning of some unfamiliar words when used in familiar contexts.	

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CONTENT AREA: World Languages	Novice-High	UNIT #: 2	UNIT NAME: School Days
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Interpersonal:

The Novice-High language learner has progressed from understanding and communicating at the **word** level to understanding and communicating at the **sentence** level and can use *words, lists, and simple sentences* independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the **word** level to understanding and communicating at the **sentence** level and can use *words, lists, and simple sentences* independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s):

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions,

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CONTENT AREA: World Languages		Novice-High	UNIT #: 2	UNIT NAME: School Days
school, likes/dislikes, and pastimes.)				
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 contained in culturally authentic materials using electronic information sources related to targeted themes. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.			
7.1.NH.A.4	Identify people, places, object, and activities in daily life based on oral or written description. This CPI supports Anchor Standards 1 2, & 3 CCSS-ELA Reading.			
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.			
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.			
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.			
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.			
7.1.NH.C.3	Describe in writing people and things from the home and school environment.			
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.			
CONCEPTS WHAT DO STUDENTS NEED TO KNOW?		SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?		
Students will know:		- Recognize previously learned words and phrases and determine the meaning of unknown words in highly contextualized culturally authentic materials related to the role of school. - Identify school activities of students in the target culture(s) as found in culturally authentic materials. - Identify the key ideas associated with the role		

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CONTENT AREA: World Languages	Novice-High	UNIT #: 2	UNIT NAME: School Days
the United States and a contributing member of the global society. • The structures necessary to: ◦ Talk about the following topics in the present time frame: school, daily activities, and making plans to achieve personal and career goals ◦ Give and respond to commands associated with school, daily activities and setting and meeting goals ◦ Make comparisons • Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording) It is understood that students at the NH level will have already mastered the following: • School subjects • Classroom objects and furniture • School supplies • Activities associated with school • Ordinal numbers • Question words • Numbers for telling time • Expressions associated with telling time (i.e. morning, afternoon, evening) • The structures necessary to: ◦ Express time ◦ Ask memorized questions related to school activities in the present time frame ◦ Answer simple questions related to school activities in the present time frame • Some cultural products related to school • Some cultural practices related to school			
• Ask questions related to the role of school with classmates and others using digital tools and face-to-face communication. • Answer questions related to the role of school with classmates and others using digital tools and face-to-face communication. • Ask questions about preferences and opinions related to the role of school. • Answer questions about preferences and opinions related to the role of school. • Describe orally and in writing people and things from the school environment. • Compare and contrast the role of education in the home and target cultures.			
UNIT DESCRIPTION			

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CONTENT AREA: World Languages	Novice-High	UNIT #: 2	UNIT NAME: School Days
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Students use the target language in the three modes of communication to explore the role of education in the home and target culture(s) by comparing and contrasting education in both cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and video/audio texts such as school websites, blogs, educational articles, and student commentary that focus on the role of education.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to the role of education.

Presentational:

They use sentence level discourse to compare and contrast the role of education in both cultures while exploring the cultural products and practices associated with education.

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CONTENT AREA: World Languages	Novice-High	UNIT #: 2	UNIT NAME: School Days

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CONTENT AREA: World Languages		Novice-Mid 6-12	UNIT #: 3	UNIT NAME: Home, Sweet Home
#	STUDENT LEARNING OBJECTIVES			CORRESPONDING CCSS/NJCCCS
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. Click here for the "Can-Do" Statement.			7.1.NM.A.1 7.1.NM.A.4 7.1.NM.A.5
2	Skim and scan culturally authentic texts to identify cultural products and practices related to home life. Click here for the "Can-Do" Statement.			7.1.NM.A.3
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. Click here for the "Can-Do" Statement.			7.1.NM.B.1 7.1.NM.B.4
4	Create a multimedia rich presentation to compare homes and household chores in the home and target cultures. Click here for the "Can-Do" Statement.			7.1.NM.C.1
5	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. Click here for the "Can-Do" Statement.			7.1.NM.C4

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CONTENT AREA: World Languages	Novice-Mid 6-12	UNIT #: 3	UNIT NAME: Home, Sweet Home
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Code #	New Jersey Core Curriculum Content Standards for World Languages
	<u>Linguistic Content Statements</u> <u>Interpretive:</u> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text. <u>Interpersonal:</u> The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to: ○ Respond to learned questions. ○ Ask memorized questions. ○ State needs and preferences. ○ Describe people, places, and things. <u>Presentational:</u> The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to: ○ Make lists. ○ State needs and preferences. ○ Describe people, places, and things. <u>Cultural Content Statement(s):</u> Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

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CONTENT AREA: World Languages		Novice-Mid 6-12	UNIT #: 3	UNIT NAME: Home, Sweet Home
		This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.		
7.1.NM.A.3		Recognize a few common gestures and cultural practices associated with the target culture(s).		
7.1.NM.A.4		Identify familiar people, places, and objects based on simple oral and/or written descriptions. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.		
7.1.NM.A.5		Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.		
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. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.		
7.1.NM.B.4		Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.		
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. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.		
7.1.NM.C.4		Present information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.		
		CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?	
		- Types of furniture found in the home - Names of rooms in the home - Common household items used in each room - Common household chores - Characteristics of a home - The structures necessary to: - Describe homes - Describe the contents of homes - Memorized and frequently practiced questions related to: - Rooms in the home	- Identify household chores found in authentic materials from an electronic information source and other sources. - Identify furniture and items in the home as found in videos of home tours from authentic electronic sources, advertisements for homes on the market, and/or written articles on homes and chores. - Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools. - Respond to simple questions related to homes (rooms,	

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CONTENT AREA: World Languages	Novice-Mid 6-12	UNIT #: 3	UNIT NAME: Home, Sweet Home
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- Location of items in the home
 - Family responsibilities and chores
- The following items have already been assessed in previous units and are being recycled in this unit:
- The structures necessary to:
 - State a preference or an opinion
 - Express like and dislike
 - Indicate location
 - Give and respond to commands (as memorized chunks)

- descriptions of one's home, items in a home, furniture, and chores) using digital tools.
- Use memorized language to express preferences related to the division of household chores.
 - Compare homes in the target and home cultures.
 - Compare common household chores in the home culture with common chores in the target culture.
 - Create a tour of a home from the target culture.
 - Create multimedia rich visual representation of one's home or a home representative of the home culture.
 - Retell highlights from an authentic video or simple written text that includes description of the home and its contents.
 - Identify culturally specific household items and chores.

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different. They compare the distribution of household chores in the home culture with that of the target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours, descriptions of items in a home, and division of household responsibilities.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to their homes, common household items, furniture and chores.

Presentational:

They use lists, chunks of language and memorized phrases to describe the rooms and items in homes and to talk about chores in the home and target cultures.

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CONTENT AREA: World Languages	Novice-Mid 6-12	UNIT #: 3	UNIT NAME: Home, Sweet Home
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SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	The expectations for 6-12 are for both listening and reading. <u>Interpretive Listening:</u> I can understand basic information when someone talks about their home. - I can recognize the names of the rooms. - I can recognize the names of furniture. - I can match pictures based on oral descriptions of a home (color, size, location of items). - I can draw a picture based on oral descriptions of a home (color, size, location of items). - I can draw a picture of someone's favorite room based on oral descriptions. I can understand basic information when someone talks about household chores. - I can recognize the names of common household chores. - I can determine household chores one likes to do and doesn't like to do - I can determine who does which chores. <u>Interpretive Reading:</u> I can understand some basic information related to home (colors, size, rooms, furniture, and location of furniture) as found in culturally-authentic real estate websites and on-line home tours. I can identify who does which chores by interpreting surveys dealing with household chores.

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CONTENT AREA: World Languages		Novice-Mid 6-12	UNIT #: 3	UNIT NAME: Home, Sweet Home
2	<u>Interpretive Listening:</u>	I can listen to a short video/audio clip that compares a home in my community with one in the target culture and identify commonalities and differences.		
		I can listen to a short video/audio clips that compares things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.		
	<u>Interpretive Reading:</u>	I can read short written texts that compare a home in my community with one in the target culture and identify commonalities and differences.		
		I can read short written texts that compare things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.		
3		I can ask memorized questions (yes/no, either/or and short response) related to the description of the home.		
		I can answer simple questions (yes/no, either/or and short response) related to the description of the home.		
		I can ask memorized questions (yes/no, either/or and short response) related to the division of household chores.		
		I can answer simple questions (yes/no, either/ or and short response) related to the division of household chores.		
4	<u>Presentational: Speaking and Writing</u>	The expectations for 6-12 are for both speaking and writing.		
		I can use words, phrases, and memorized sentences to create a multimedia presentation that describes and compares homes and chores common in my culture to those in the target culture.		
5	<u>Presentational:</u>			
		I can use words, phrases, and memorized sentences to describe a home from the target culture based on a text that includes:		

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CONTENT AREA: World Languages	Novice-Mid 6-12	UNIT #: 3	UNIT NAME: Home, Sweet Home
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a. Rooms typically found in the home

b. Furniture and other items commonly found in different rooms

I can list or identify household chores commonly done by members of the target culture based on information found in a culturally-authentic text.

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CONTENT AREA: World Languages	Novice-High	UNIT #: 4	UNIT NAME: Food, Glorious Food
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words related to food sources and choices in the home and target cultures contained in culturally authentic materials using electronic information sources.	7.1.NH.A.1
2	Infer the meaning of highly contextualized unfamiliar spoken or written words contained in culturally authentic materials related to restaurant offerings.	7.1.NH.A.1
3	Identify target culture(s) practices related to healthy eating as found in short conversations and brief written messages and determine how the practices are similar to and different from those of the home culture.	7.1.NH.A.4 7.1.NH.A.5
4	Recognize and use some gestures and idiomatic expressions for ordering and buying food and talking about food practices.	7.1.NH.A.3
5	Ask and answer questions related to personal choices in food selections.	7.1.NH.B.3 7.1.NH.B.4
6	Exchange basic information related to routine eating habits and food choices by recombining memorized words, phrases, and sentences in a culturally appropriate way using digital tools and face-to-face communication.	7.1.NH.B.1 7.1.NH.B.5
7	Recombine previously studied material to create a multimedia-rich presentation showing how food choices are influenced by culture, geography and media in the home and target cultures.	7.1.NH.C.1 7.1.NH.C.3 7.1.NH.C.5
8	Describe in writing cultural products or practices associated with a balanced diet.	7.1.NH.C.3

Code #	New Jersey Core Curriculum Content Standards for World Languages
<u>Linguistic Content Statements</u>	
<u>Interpretive:</u>	
The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and	

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CONTENT AREA: World Languages	Novice-High	UNIT #: 4	UNIT NAME: Food, Glorious Food
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communicating at the sentence level and can use *words, lists, and simple sentences* independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use *words, lists, and simple sentences* independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use *words, lists, and simple sentences* independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s):

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should

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CONTENT AREA: World Languages	Novice-High	UNIT #: 4	UNIT NAME: Food, Glorious Food
include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)			
Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)			
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 contained in culturally authentic materials using electronic information sources related to targeted themes. This CPI supports Anchor Standards 1, 2, & 3 CCSS- ELA Reading.		
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).		
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral and written descriptions. This CPI supports Anchor Standards 1, 2, & 3 CCSS- ELA Reading.		
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.		
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.		
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.		
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.		
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas. This CPI supports Anchor Standards CCSS 2 ELA Speaking & Listening.		
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.		
7.1.NH.C3	Describe in writing people and things from home and school environment.		
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. This CPI supports Anchor Standards CCSS 4 & 5 ELA Writing and Anchor Standards CCSS 4 ELA Speaking & Listening.		
CONCEPTS WHAT DO STUDENTS NEED TO KNOW?		SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?	

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CONTENT AREA: World Languages	Novice-High	UNIT #: 4	UNIT NAME: Food, Glorious Food
- Selected vocabulary related to food and its origin (e.g. processed, natural, artificial ingredients, sweeteners, preservatives, fillers, farm, orchard, garden, greenhouse, unrefined, minerals, antioxidants, and fiber) - Selected vocabulary related to food preparation (e.g. baking, broiling, frying, microwaving, roasting, and smoking) - Selected vocabulary related to a balanced diet - The structures necessary to discuss the purchasing, growing, eating, and ordering of food in the present time frame - Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording) It is understood that students at the NH level will have already mastered the following: - Names of common vegetables, fruits, grains, proteins, and dairy items - Colors - Names of common 'empty calorie' foods - Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup and slice) - Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth) - Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade) - Adjectives to describe size and shape of food - Culturally authentic gestures and practices associated with eating - The structures necessary to: - Order and pay for food (e.g. I would like, Please			
- Identify foods that are prevalent in the home and target cultures as found in culturally authentic materials from electronic information sources and other sources. - Recognize gestures associated with ordering food and food quantities. - Identify some cultural practices associated with food (e.g. what food is considered healthy in the target culture(s)). - Identify the main idea and key ideas associated with food products, origins, and where to purchase them as found in culturally authentic materials from electronic information sources and other resources. - Identify the main idea and key ideas associated with balanced diet and food choices as found in culturally authentic materials from electronic information sources and other resources. - Infer the meaning of highly contextualized unfamiliar spoken or written words associated with food as found in culturally authentic materials from electronic information sources and other resources. - Demonstrate comprehension of a series of oral and written directions as conveyed in advertisements for the sale, preparation, and serving of foods. - Exchange information about family and personal food choices in the home and the target culture(s) using digital tools such as blogs, wikis, or SKYPE as well as face-to-face communication by recombining previously memorized words, phrases, and sentences. - Exchange information about opinions and biases as expressed in advertisements for food and restaurants in the home and target culture(s) with classmates and individuals from the target culture using digital tools such as blogs, wikis, or SKYPE and face-to-face communication.			

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CONTENT AREA: World Languages	Novice-High	UNIT #: 4	UNIT NAME: Food, Glorious Food
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- bring me, I need, and Do you have?) - o Extend, accept, and refuse an invitation • Memorized questions related to ordering and paying for a meal • Currency from target culture and conversion to American equivalent	• Ask question related to nutritional value of food choices and a balanced diet. • Answer question related to nutritional value of food choices and a balanced diet. • Create a multimedia-rich presentation showing how food choices are influenced by culture, geography, and media in the home and target cultures. • Recombine previously memorized words, phrases and sentences to express preferences related to food choices.
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UNIT DESCRIPTION

Students use the target language in the three modes of communication to engage in the study of food as a source of nutrition and explore the role it plays in social, familial, and commercial situations. They consider how cultural, geographic, familial, and commercial forces influence food choices. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

Students examine authentic written and video/audio texts such as menus, advertisements, recipes, food blogs, maps, charts, and other text related to food, sources of food, and production and manufacturing of food in the home and target cultures.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community in which they ask and answer questions and express preferences related to the above.

Presentational:

Students create graphs and charts to convey information about the sources of food, its nutritional value and its role in social, familial and commercial situations. They use sentence level discourse to describe how they and others select and prepare food, which food options are available to them, and why and what nutritional impact their selections have on overall health. They compare and contrast practices related to food selection and preparation in the home and target cultures.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-High	UNIT #: 5	UNIT NAME: Celebrations!
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCGS
1	Demonstrate comprehension of short conversations and brief written messages about the celebration of milestone events.	7.1.NH.A.5
2	Identify the main idea and other significant ideas in reading from age and level-appropriate culturally authentic materials that address the celebration of milestone events in the target culture(s).	7.1.NH.A.6
3	Give and follow oral or written directions for performing an authentic cultural activity associated with a milestone celebration.	7.1.NH.B.2
4	Use digital tools to ask and answer questions by recombining memorized words, phrases, and sentences related to milestone events in the target culture(s).	7.1.NH.B.1 7.1.NH.B.4
5	Recombine words, phrases, and sentences to create a multi-media rich presentation that compares and contrasts milestone celebrations in the home and target cultures.	7.1NH.C.1

New Jersey Core Curriculum Content Standards for World Languages

Linguistic Content Statements

Interpretive:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal:

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CONTENT AREA: World Languages	Novice-High	UNIT #: 5	UNIT NAME: Celebrations!
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The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s):

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
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CONTENT AREA: World Languages		Novice-High	UNIT #: 5	UNIT NAME: Celebrations!
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.			
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.			
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.			
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.			
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standards 4, 5 & 6 CCSS-ELA Speaking & Listening.			
CONCEPTS WHAT DO STUDENTS NEED TO KNOW?		SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?		

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-High	UNIT #: 5	UNIT NAME: Celebrations!
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- Vocabulary associated with celebrations that mark important milestone events within the target culture(s)
- The structures necessary to:
 - Express comparisons
 - Express superlatives
 - Describe cultural celebrations in the present time frame
- The products and practices that individuals and families in the target culture(s) use when celebrating milestone events
- Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)

It is understood that students at the NH level will have already mastered the following:

- Family members
- Clothing
- Names of authentic holidays
- Seasons
- Structures needed to:
 - Describe typical holidays
 - Describe activities that take place during holiday celebrations

- Demonstrate comprehension of short conversations and brief messages dealing with celebration of milestone events within the target culture(s).
- Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials dealing with celebrations of milestone events within the target culture(s).
- Use digital tools to ask and answer questions related to celebrations that mark important milestone events within the home and target cultures.
- Give and follow a series of directions related to a cultural celebration.
- Ask and respond to questions, make requests, and express preferences related to celebrations of milestone events within the target culture(s)
- Recombine basic information at the word and sentence level to create a multi-media presentation that compares and contrasts celebrations of milestone event(s) in the home and target culture(s).

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore milestone events as celebrated in the target culture and compare and contrast them to similar celebrations in the home culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

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CONTENT AREA: World Languages	Novice-High	UNIT #: 5	UNIT NAME: Celebrations!
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Interpretive:

They interpret authentic written and video/audio texts such as magazine articles, newspaper articles, and short video clips that focus on the celebration of milestone events in the target culture(s).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer question related to the celebration of milestone events.

Presentational:

They use written and oral sentence discourse to compare and contrast how milestone events are celebrated in the home and target cultures.

NJDOE MODEL CURRICULUM		
CONTENT AREA: World Languages	Novice-High	UNIT # 6
		UNIT NAME: Migratory Animals

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING GCSS/NJCCGS
1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words as found in culturally authentic materials from electronic information sources related to environmental factors that contribute to animal migration (types of pollution, man's role in harming the environment, and actions that may be taken to mitigate the problems).	7.1.NH.A.1
2	Demonstrate comprehension of a series of oral and written directions, commands, and requests to trace the paths of some migratory animals.	7.1.NH.A.2
3	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials that discuss environmental problems that cause animals to migrate, man's actions that are harmful to animals and their habitats, and advocacy efforts to preserve animal habitats.	7.1.NH.A.6
4	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding man and weather impact on animal habitats and migration.	7.1.NH.B.1 7.1.NH.B.4 7.1.NH.B.5
5	Recombine previously studied materials to create a multimedia-rich presentation about the effects of man and climate on animals' migratory habits.	7.1.NH.C.1

Code #	New Jersey Core Curriculum Content Standards for World Languages
<u>Linguistic Content Statements</u>	
<u>Interpretive:</u>	
The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:	

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CONTENT AREA: World Languages	Novice-High	UNIT #: 6	UNIT NAME: Migratory Animals
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- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use *words, lists, and simple sentences* independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use *words, lists, and simple sentences* independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s):

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CONTENT AREA: World Languages	Novice-High	UNIT #: 6	UNIT NAME: Migratory Animals
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Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)			
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 contained in culturally authentic materials using electronic information sources related to targeted themes. This CPI supports Anchor Standards 1, 2 & 3 CCSS-ELA Reading.		
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. This CPI supports Anchor Standard 1 CCSS-ELA Reading.		
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. This CPI supports Anchor Standards 1, 2 & 3 CCSS-ELA Writing.		
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.		
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.		
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.		
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. This CPI supports Anchor Standards 4, 5 & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.		
CONCEPTS WHAT DO STUDENTS NEED TO KNOW?		SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?	
- Environmental conditions that affect where and how animals live - Types of pollution found in the water, air, and land - Man's role through action and/or lack of action in harming the		- Demonstrate comprehension of oral and written texts related to environmental conditions and animal migration paths. - Identify a wide range of efforts to address environmental issues by visiting a target-language web site or reading a	

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CONTENT AREA: World Languages	Novice-High	UNIT #: 6	UNIT NAME: Migratory Animals
environment (clear cutting, garbage dumping, and poaching). - Names of geographical features (land and water) - Ways that animals move (animal locomotion) - The structures necessary to: - Advocate for change - Persuade others to make change - Give reasons - Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording) It is understood that students at the NH level will have already mastered the following: - Names of migratory animals - Physical characteristics of migratory animals - Basic survival needs of migratory animals - Names of habitats of migratory animals - Geographical locations where migratory animals may be found - Weather patterns - Compass points (to follow migration of animals) - The structures necessary to: - Describe animals (e.g. verbs such as to be and to have) - Express needs - Show possession - Describe weather brochure about the efforts of a global organization such as the UNEP (United Nations Environmental Program). - Identify main idea of an authentic text dealing with the effects of environment on migration patterns of animals in the community. - Follow oral directions to trace the path of some migratory animals. - Locate geographical features, relative size of land masses and water bodies, weather patterns, and sea currents using target language digital tools to complete a graphic organizer. - Exchange information about man's actions and environmental conditions and their impact on animals using digital tools. - Provide information about an endangered migratory animal using digital tools to raise awareness about the global cooperation needed to solve this problem.			

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CONTENT AREA: World Languages	Novice-High	UNIT #: 6	UNIT NAME: Migratory Animals
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- Memorized and frequently practiced questions associated with characteristics of animals, migratory patterns, and basic survival needs of animals
- Reasons animal migrate

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore how human behavior world-wide impacts the animal population. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

Students interpret authentic written and video/audio texts found in electronic information sources and other sources that deal with the efforts of a global organization to raise awareness about endangered migratory animals.

Interpersonal:

They engage in short, unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community in which they talk about the plight of endangered migratory animals and steps that they, as students, might take.

Presentational:

They use sentence-level discourse to provide information on endangered migratory animal to raise awareness about the global cooperation needed to solve this problem.

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CONTENT AREA: World Languages	Novice-High	UNIT #:7	UNIT NAME: Going Green!
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING GCSS/NJCCGS
1	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with creative environmental products and practices of the target culture(s).	7.1.NH.A.1
2	Exchange information gathered about creative environmental products and practices using digital tools.	7.1.NH.B.1
3	Create and present a multimedia-rich presentation that retells information related to creative target culture environmental products and practices as found in age- and level-appropriate culturally authentic materials orally or in writing.	7.1.NH.C.1 7.1.NH.C.4
4	Describe in writing creative environmental products and practices from the home and target cultures.	7.1.NH.C.5

Code #	New Jersey Core Curriculum Content Standards for World Languages
<u>Linguistic Content Statements</u>	
<u>Interpretive:</u> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:	
○ Identify the main idea and some supporting details when reading. ○ Understand the gist and some supporting details of conversations dealing with everyday life. ○ Infer the meaning of some unfamiliar words when used in familiar contexts.	
<u>Interpersonal:</u>	

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CONTENT AREA: World Languages	Novice-High	UNIT #:7	UNIT NAME: Going Green!
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The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use *words, lists, and simple sentences* independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use *words, lists, and simple sentences* independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s):

Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but

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CONTENT AREA: World Languages		Novice-High	UNIT #:7	UNIT NAME: Going Green!
are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)				
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 contained in culturally authentic materials using electronic information sources related to targeted themes. This CPI supports Anchor Standards 1, 2 & 4 CCSS-ELA Reading.			
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. This CPI supports Anchor Standards 1, 2, & 5 CCSS-ELA Speaking & Listening			
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. This CPI supports Anchor Standard 4 & 6 CCSS-ELA Writing and Anchor Standard 5 CCSS-ELA Speaking & Listening.			
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standards 4 CCSS-ELA Speaking & Listening.			
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. This CPI supports Anchor Standard 4 CCSS-ELA Writing and ELA Speaking & Listening.			
CONCEPTS WHAT DO STUDENTS NEED TO KNOW?		SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?		
- The names of commonly recycled electronic items (e.g. CD, computer, computer monitor, MP3 players, printer, printer cartridges, speakers, and video games) - The names of commonly recycled automobile parts (e.g. batteries, tires, and spark plugs) - The names of fabrics (e.g. corduroy, cotton, denim, flannel, silk, and wool) - The names of paper products (e.g. cardboard, cards, newspaper, and wrapping paper) - The structures necessary to: - Describe and ask and answer questions related to		- Identify creative environmental practices and products of the target culture and identify the main idea in authentic articles from electronic information sources and other sources. - Exchange information with classmates, the teacher, and other target-language speakers in the community, regarding creative environmental products and practices. - Create a multimedia presentation showcasing creative recycling products and practices from the target culture using digital tools such as wikis and blogs. - Describe creative recycling products and practices used in the target cultures.		

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CONTENT AREA: World Languages	Novice-High	UNIT #:7	UNIT NAME: Going Green!
recycling practices (e.g. clean up, conserve, preserve, recycle, reintroduce, and reprocess) in the present time frame - Describe and ask and answer questions related to art activities associated with recycling (e.g. attach, color, cut, measure, glue, and paint) - Describe recycling art (e.g. biodegradable, clean, eco-friendly, ecological, environmentally-friendly, and environmental) - Indicate the location of specific items in relationship to the speaker and listener - Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording) It is understood that students at the NH level will have already mastered the following: - Symbols of recycling in target culture - Vocabulary associated with symbols of recycling - Recyclable categories - Shapes and materials - Memorized and frequently practiced questions associated with number, color, location and type of recyclable items - Vocabulary of renewable resources, such as water, electricity, and paper - The structures necessary to: - Give and respond to memorized commands associated with reduce, reuse, and recycle - Indicate frequency			

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CONTENT AREA: World Languages	Novice-High	UNIT #:7	UNIT NAME: Going Green!
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UNIT DESCRIPTION
Students use the target language in the three modes of communication to explore how members of the target culture communities use recycled products in a creative manner. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.) <u>Interpretive:</u> They interpret authentic written and video/audio texts, such as blogs, government sites, public service announcements, and short video clips that focus on creative practices and products in the target culture(s). <u>Interpersonal:</u> They exchange information with classmates, the teacher, and other target-language speakers in the community, regarding creative products and practices. <u>Presentational:</u> They describe creative environmental products and practices from the target culture(s).