

BLOOMINGDALE SCHOOL DISTRICT			
CONTENT AREA: World Languages	Novice-Mid 6-12	UNIT #: 1	UNIT NAME: All About Me

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJSLS
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. Click here for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.4
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. Click here for the “Can-Do” Statement.	7.1.NM.B.1 7.1.NM.B.4
3	Use appropriate greetings and leave taking from the target culture in a variety of scenarios. Click here for the “Can-Do” Statement.	7.1.NM.B.3
4	Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language). Click here for the “Can-Do” Statement.	7.1.NM.B.3
5	Describe self and others. Click here for the “Can-Do” Statement.	7.1.NM.C.4
6	List culturally specific and personal pastime activities. Click here for the “Can-Do” Statement.	7.1.NM.C.4
7	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. Click here for the “Can-Do” Statement.	7.1.NM.C.1 7.1.NM.C.4

Code #	New Jersey Core Curriculum Content Standards for World Languages
	<p><u>Linguistic Content Statements</u></p> <p><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.</p> <p><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:</p> <ul style="list-style-type: none"> ○ Respond to learned questions. ○ Ask memorized questions. ○ State needs and preferences. ○ Describe people, places, and things. <p><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:</p> <ul style="list-style-type: none"> ○ Make lists. ○ State needs and preferences. ○ Describe people, places, and things. <p><u>Cultural Content Statement(s):</u> 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.)</p>
7.1.NM.A.1	<p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p style="text-align: center;">This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.</p>
7.1.NM.A.4	<p>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>

	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.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	
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?		
<ul style="list-style-type: none"> ● Physical characteristics ● Personality qualities ● Pastime activities ● Expressions of like and dislike ● Numbers 1-31 ● expressions used to indicate location <p>The structures necessary to:</p> <ul style="list-style-type: none"> ○ Describe physical qualities and personality qualities ○ Express emotions ○ Express likes and dislikes related to pastimes ○ Tell age (as a memorized chunk) ○ Give and respond to commands (as memorized chunks) ○ Express where one lives and goes to school ● Memorized and frequently practiced questions associated with physical characteristics, personality qualities, age, emotions, and preferences related to pastimes 		<ul style="list-style-type: none"> ● Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts. ● Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools. ● Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools. ● Use appropriate greetings and leave taking from the target culture. ● Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language). ● Describe self and others using oral or written text. ● Retell highlights from a culturally authentic children’s text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes. ● Identify culturally specific pastime activities.

- Culturally appropriate expressions and gestures to greet and take leave
- How to raise or lower intonation when asking different types of questions (if appropriate in the target language)

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore physical characteristics, personality descriptions, and pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (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 blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.

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 self and pastime preferences.

Presentational:

They use lists, chunks of language, and memorized phrases to introduce themselves, describe themselves or others, and talk about pastime preferences while using culturally appropriate gestures and intonations.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>The expectations for 6-12 are for both listening and reading.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information when someone describes themselves and others.</p> <ul style="list-style-type: none"> a. I can match pictures based on oral descriptions of physical and/or personality traits. b. I can draw a picture based on oral descriptions of physical and/or personality traits.

	<p>I can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports.</p> <p>I can understand when someone is stating their age and telling where they are from.</p> <hr/> <p><u>Interpretive Reading:</u></p> <p>I can understand some basic personal information as found in personal profiles, bulleted biographies, and emails.</p> <ul style="list-style-type: none"> a. I can match pictures based on oral descriptions of physical and/or personality traits. b. I can draw a picture based on oral descriptions of physical and/or personality traits. <p>I can understand some basic information found in short readings dealing with preferences related to pastime activities and sports as found in personal profiles, bulleted biographies, and emails.</p> <p>I can understand when someone is stating their age and telling where they are from.</p>
<p>2</p>	<p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p> <ul style="list-style-type: none"> a. Introduce myself and others. b. Ask for some personal information such as name, age, and where someone is from. c. Provide personal information such as name, age, and where I am from. d. Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities. e. Answer simple questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities. f. Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports.

	g. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.
3	<u>Interpersonal:</u> I can greet and take leave in a culturally acceptable manner.
4	<u>Interpersonal:</u> I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or and short response).
5	<u>Presentational: Speaking and Writing - The expectations for 6-12 are for both speaking and writing.</u> I can use words, phrases, and memorized sentences to describe myself including details about my physical characteristics and my personality qualities. I can use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities. I can tell my age and the age of others. I can use words, phrases, and memorized sentences to tell which pastimes and sports I like and which I do not like. I can use words, phrases, and memorized sentences to tell which pastimes and sports others like and which they do not like.
6	<u>Presentational:</u> I can categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places.
7	<u>Presentational:</u> I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes: a. Physical characteristics b. Personality qualities c. Preferences related to pastime activities

New Jersey Student Learning Standards

Include:

- *New Jersey Student Learning Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>) (see above)
- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

- *Workplace readiness standards* (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- *Geography of Target Language Countries* (Social Studies):

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- *Technology* - See above
- *21st Century Life and Careers* - See above

BLOOMINGDALE SCHOOL DISTRICT			
CONTENT AREA: World Languages	Novice-Mid 6-12	UNIT #: 2	UNIT NAME: School Days

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJSLS
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. Click here for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.4
2	Use physical response to demonstrate understanding of classroom routines. Click here for the “Can-Do” Statement.	7.1.NM.A.2
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. Click here for the “Can-Do” Statement.	7.1.NM.B.1 7.1.NM.B.4
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. Click here for the “Can-Do” Statement.	7.1.NM.C.1 7.1.NM.C.4

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 *memorized words and phrases* that bring meaning to text.

Interpersonal:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

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.NM.A.1	Recognize familiar spoken or written words and phrases 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.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. This CPI supports Anchor Standard 1 CCSS-ELA Reading.
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.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.
<div style="display: flex; justify-content: space-between;"> CONCEPTS SKILLS </div>	
WHAT DO STUDENTS NEED TO KNOW?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● School subjects ● Classroom objects and furniture ● School supplies ● Activities associated with school ● Ordinal numbers ● Question words ● Numbers for telling time ● Days of the week ● Months of the year ● Expressions associated with telling time (i.e. morning, afternoon, evening) ● The structures necessary to: <ul style="list-style-type: none"> ○ 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 ● Cultural products related to school ● Cultural practices related to school <p>The following items have already been assessed in Unit 1 and are being recycled in this unit:</p> <ul style="list-style-type: none"> ● The structures necessary to: <ul style="list-style-type: none"> ○ Express likes or dislikes 	<ul style="list-style-type: none"> ● Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture. ● Demonstrate understanding of commands related to school routine. ● Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts. ● Ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication. ● Answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication. ● Inquire about preferences related to school. ● Respond to questions about preferences related to school. ● Compare school life in the home and target culture(s).

- Give and respond to commands (as memorized chunks)
- Indicate location

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. (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 blogs, school websites, advertisements for ‘back to school’ sales, stories, and short video clips that focus on school life 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 questions related to school life.

Presentational:

They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s).

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>The expectations for 6-12 are for both listening and reading.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand when someone describes things found in a school.</p> <p>I can understand when someone talks about their school day.</p> <p style="padding-left: 40px;">a. I can identify the time a class starts and finishes.</p>

	<ul style="list-style-type: none"> b. I can identify the order of classes during the school day. c. I can identify the favorite and least favorite teacher and class. d. I can determine how my school day and the school day of a student in the target culture are similar and different. <p>I can recognize common school and classroom activities when someone is describing what they do during the school day.</p> <p><u>Interpretive Reading:</u></p> <p>I can understand short readings (e.g. back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school.</p> <p>I can interpret a school schedule.</p> <ul style="list-style-type: none"> a. I can identify the time a class starts and finishes. b. I can identify the order of classes during the school day. c. I can determine which days of the week certain classes meet. d. I can determine how my schedule and the schedule of a student the target culture are similar and different. <p>I can recognize common school and classroom activities as found in brief written descriptions of a typical school day in the target culture.</p>
<p>2</p>	<p><u>Interpretive Listening:</u></p> <p>I can follow routine classroom directions given by my teacher orally (e.g. take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, clear your desks).</p> <p><u>Interpretive Reading:</u></p> <p>I can follow routine classroom directions written by my teacher or others (e.g. take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, clear your desks).</p>

<p>3</p>	<p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p> <ul style="list-style-type: none"> a. Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom. b. Answer simple questions (yes/no, either/or, and short response) about things found in a school and classroom. c. Ask simple, memorized questions (yes/no, either/or, and short response) about a classmate’s schedule or the schedule of a student from the target culture. d. Answer simple questions (yes/no, either/or, and short response) about my schedule or the schedule of a student from the target culture. e. Ask simple, memorized questions (yes/no, either/or, and short response) about what my classmates and peers in the target culture do during school hours. f. Answer simple questions (yes/no, either/or, and short response) about what I do and what peers in the target culture do during the school day.
<p>4</p>	<p><u>Presentational: Speaking and Writing - The expectations for 6-12 are for both speaking and writing.</u></p> <p>I can use words, phrases, and memorized sentences to describe school life in the United States (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).</p> <p>I can use words, phrases, and memorized sentences to describe school life in the target culture based on information gathered from readings, short audio/video clips, and interactions with my peers in the target culture (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).</p> <p>I can use words, phrases, and memorized sentences to create a multimedia rich presentation that compares school life in both cultures.</p>

Include:

- *New Jersey Student Learning Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>) (see above)
- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

- *Workplace readiness standards* (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- *Geography of Target Language Countries* (Social Studies):

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- *Technology* - See above
- *21st Century Life and Careers* - See above

BLOOMINGDALE SCHOOL DISTRICT

CONTENT AREA: World Languages | **Novice-Mid 6-12** | **UNIT #: 3** | **UNIT NAME: Home, Sweet Home**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJSLS
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.A1 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

Code #	New Jersey Core Curriculum Content Standards for World Languages
<p><u>Linguistic Content Statements</u></p> <p><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.</p> <p><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:</p> <ul style="list-style-type: none"> ○ Respond to learned questions. ○ Ask memorized questions. ○ State needs and preferences. ○ Describe people, places, and things. <p><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:</p> <ul style="list-style-type: none"> ○ Make lists. ○ State needs and preferences. ○ Describe people, places, and things. <p><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.)</p>	
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. <p style="text-align: center;">This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.</p>
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?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Describe homes ○ Describe the contents of homes ● Memorized and frequently practiced questions related to: <ul style="list-style-type: none"> ○ Rooms in the home 	<ul style="list-style-type: none"> ● 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, 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.

<ul style="list-style-type: none"> ○ Location of items in the home ○ Family responsibilities and chores <p>The following items have already been assessed in previous units and are being recycled in this unit:</p> <ul style="list-style-type: none"> ● The structures necessary to: <ul style="list-style-type: none"> ○ State a preference or an opinion ○ Express like and dislike ○ Indicate location ○ Give and respond to commands (as memorized chunks) 	<ul style="list-style-type: none"> ● 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.
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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.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	The expectations for 6-12 are for both listening and reading.

	<p><u>Interpretive Listening:</u></p> <p>I can understand basic information when someone talks about their home.</p> <ul style="list-style-type: none"> a. I can recognize the names of the rooms. b. I can recognize the names of furniture. c. I can match pictures based on oral descriptions of a home (color, size, location of items). d. I can draw a picture based on oral descriptions of a home (color, size, location of items). e. I can draw a picture of someone’s favorite room based on oral descriptions. <p>I can understand basic information when someone talks about household chores.</p> <ul style="list-style-type: none"> a. I can recognize the names of common household chores. b. I can determine household chores one likes to do and doesn’t like to do c. I can determine who does which chores. <p><u>Interpretive Reading:</u></p> <p>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.</p> <p>I can identify who does which chores by interpreting surveys dealing with household chores.</p>
<p style="text-align: center;">2</p>	<p><u>Interpretive Listening:</u></p> <p>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.</p> <p>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.</p>

	<p><u>Interpretive Reading:</u></p> <p>I can read short written texts that compare a home in my community with one in the target culture and identify commonalities and differences.</p> <p>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.</p>
<p>3</p>	<p>I can ask memorized questions (yes/no, either/or and short response) related to the description of the home.</p> <p>I can answer simple questions (yes/no, either/or and short response) related to the description of the home.</p> <p>I can ask memorized questions (yes/no, either/or and short response) related to the division of household chores.</p> <p>I can answer simple questions (yes/no, either/or and short response) related to the division of household chores.</p>
<p>4</p>	<p><u>Presentational: Speaking and Writing - The expectations for 6-12 are for both speaking and writing.</u></p> <p>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.</p>
<p>5</p>	<p><u>Presentations:</u></p> <p>I can use words, phrases, and memorized sentences to describe a home from the target culture based on a text that includes:</p> <ul style="list-style-type: none"> a. Rooms typically found in the home b. Furniture and other items commonly found in different rooms <p>I can list or identify household chores commonly done by members of the target culture based on information found in a culturally-authentic text.</p>

New Jersey Student Learning Standards

Include:

- *New Jersey Student Learning Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>) (see above)

- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

- *Workplace readiness standards* (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- *Geography of Target Language Countries* (Social Studies):

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- *Technology* - See above

BLOOMINGDALE SCHOOL DISTRICT

CONTENT AREA: World Languages | **Novice-Mid 6-12** | **UNIT #: 4** | **UNIT NAME: Food, Glorious Food**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJSLS
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). Click here for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.5
2	Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s). Click here for the “Can-Do” Statement.	7.1.NM.A.3
3	Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices. Click here for the “Can-Do” Statement.	7.1.NM.A.2 7.1.NM.B.2
4	Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu. Click here for the “Can-Do” Statement.	7.1.NM.B.4
5	Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials. Click here for the “Can-Do” Statement.	7.1.NM.C.4 7.1.NM.C.5

Code #	New Jersey Core Curriculum Content Standards for World Languages
	<p><u>Linguistic Content Statements</u></p> <p><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.</p> <p><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:</p> <ul style="list-style-type: none"> ○ Respond to learned questions. ○ Ask memorized questions. ○ State needs and preferences. ○ Describe people, places, and things. <p><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:</p> <ul style="list-style-type: none"> ○ Make lists. ○ State needs and preferences. ○ Describe people, places, and things. <p><u>Cultural Content Statement(s):</u> Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should 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.)</p>
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. <p style="text-align: center;">This CPI supports Anchor Standards 1 & 4 CCSS-ELA Reading.</p>

7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 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). This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
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 Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
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.
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 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.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
CONCEPTS	
WHAT DO STUDENTS NEED TO KNOW?	SKILLS
WHAT DO STUDENTS NEED TO BE ABLE TO DO?	
<ul style="list-style-type: none"> ● 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: 	<ul style="list-style-type: none"> ● Identify main idea of an authentic text dealing with food products and practices. ● Demonstrate comprehension of a series of oral and written directions as related to food products and practices. ● Recognize and use common gestures and cultural practices associated with food. ● Ask memorized questions related to food preferences, products, and practices. ● Answer simple questions related to food preferences, products, and practices. ● Engage in an unrehearsed conversation to order a meal. ● Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

- Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?)
- 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

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures needed to:
 - State a preference
 - Express likes and dislikes
 - Indicate location
 - Express time
 - Compare

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore cultural products and practices related to food in the home and target cultures. They compare eating habits of teenagers in the home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret age- and level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

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 food preferences, products and practices.

Presentational:

They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
<p>1</p>	<p>The expectations for 6-12 are for both listening and reading.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information as found in short audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture.</p> <p>I can understand some basic information when someone talks about a few practices associated with food (e.g. meals, ordering, purchasing).</p> <hr/> <p><u>Interpretive Reading:</u></p> <p>I can understand some basic information found in short written texts about what people like to eat and what is commonly eaten in their culture.</p> <p>I can understand some basic information found in short written texts about practices associated with food (e.g. meals, ordering, purchasing).</p>
<p>2</p>	<p><u>Interpretive:</u></p> <p>I can match a few gestures associated with food to their language equivalent (e.g. expressing hunger and thirst, asking for the check, expressing quantity).</p>
<p>3</p>	<p><u>Interpretive Listening:</u></p> <p>I can follow directions given by the teacher or a classmate for setting the table.</p> <p>I can put foods in appropriate categories based on instructions from the teacher or a classmate.</p> <p><u>Interpersonal Speaking:</u></p>

	<p>I can exchange information with someone about how to set the table and answer their simple questions when they don't understand.</p> <p>I can exchange information with someone about ingredients needed to make a recipe and answer their simple questions when they don't understand.</p>
4	<p><u>Interpersonal:</u></p> <p>I can order a meal from a target language menu.</p> <p>I can ask memorized questions (yes/no, either/or, and short response) about foods found on an authentic menu.</p> <p>I can answer simple questions (yes/no, either/or, and short response) about foods found on an authentic menu.</p>
5	<p><u>Presentational: Speaking and Writing - The expectations for 6-12 are for both speaking and writing.</u></p> <p>I can use words, phrases, and memorized sentences to share information learned about food products and practice with others.</p> <ul style="list-style-type: none"> a. I can use a graphic organizer to categorize foods popular in the United States and the target culture. b. I can use a graphic organizer to compare food practices.

New Jersey Student Learning Standards

Include:

- *New Jersey Student Learning Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>) (see above)
- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

- *Workplace readiness standards* (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- *Geography of Target Language Countries* (Social Studies):

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- *Technology* - See above
- *21st Century Life and Careers* - See above

BLOOMINGDALE SCHOOL DISTRICT			
CONTENT AREA: World Languages	Novice-Mid 6-12	UNIT #: 5	UNIT NAME: Celebrations

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJSLS
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. Click here for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.4
2	Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures. Click here for the “Can-Do” Statement.	7.1.NM.B.4 7.1.NM.B.5
3	Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture. Click here for the “Can-Do” Statement.	7.1.NM.C.1 7.1.NM.C.3
4	Dramatize an authentic song or recite a poem associated with a target culture celebration. Click here for the “Can-Do” Statement.	7.1.NM.C.2 7.1.NM.C.5

Code #	New Jersey Core Curriculum Content Standards for World Languages
<u>Linguistic Content Statements</u>	
<p>Interpretive: 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.</p>	

Interpersonal:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

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.NM.A.1	Recognize familiar spoken or written words and phrases 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.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.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.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 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.2	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.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
CONCEPTS	
WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● Family members ● Clothing ● Names of authentic holidays ● Seasons ● Activities associated with planning, attending, and participating in celebrations ● Structures needed to: <ul style="list-style-type: none"> ○ Ask and answer questions related to family members ○ Ask and answer questions related to clothing and preferences ○ Ask and answer questions related to when holidays and celebrations occur ○ Describe typical holidays ○ Describe activities that take place during holiday celebrations ○ Compare and contrast celebrations in the home and target culture <p>The following items have been previously assessed and are being recycled in this unit:</p> <ul style="list-style-type: none"> ● How people greet and take leave in a target culture(s) ● Pastime activities ● Food ● Days of the week ● Months of the year 	<ul style="list-style-type: none"> ● Identify culture-specific holidays, as found in culturally authentic video/audio/written texts. ● Identify customs and traditions of target cultures, as found in culturally authentic video/audio/written texts. ● Recognize names of family members as found in culturally authentic video/audio/written texts. ● Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations. ● Ask memorized questions related to family members. ● Answer simple questions related to family members. ● Ask memorized questions related to clothing. ● Answer simple questions related to clothing. ● Ask memorized questions related to celebrations in the home and target cultures. ● Answer simple questions related to celebrations in the home and target cultures. ● Describe celebrations in the home and target cultures. ● Express likes, dislikes, and preferences related to activities associated with celebrations. ● Perform a culturally authentic song/poem associated with a particular target culture celebration. ● Create an invitation related to a target culture celebration.

- Colors
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore how members of the target culture celebrate important life events. They compare celebrations in the home and target culture. (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 related to celebrations (invitations, posters, radio/television/newspaper advertisements).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target cultures.

Presentational:

They use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>The expectations for 6-12 are for both listening and reading.</p> <p><u>Interpretive Listening:</u></p>

	<p>I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in short audio/video clips dealing with a cultural celebration (e.g. birthday party, holiday celebration, community celebration).</p>
	<p><u>Interpretive Reading:</u></p> <p>I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in written text dealing with a cultural celebration (e.g. party invitation, schedule of events for celebration).</p>
<p>2</p>	<p><u>Interpersonal:</u></p> <p>I can ask memorized questions (yes/no, either/or, and short response) related to:</p> <ul style="list-style-type: none"> a. The type of celebration b. When an event takes place c. Where an event takes place d. Who is invited to/coming to a celebration e. What the dress is for the celebration f. What activities take place during the celebration <p>I can answer simple questions (yes/no, either/or, and short response) related to:</p> <ul style="list-style-type: none"> a. The type of celebration b. When an event takes place c. Where an event takes place d. Who is invited to/coming to a celebration

	<p>e. What the dress is for the celebration</p> <p>f. What activities take place during the celebration</p>
3	<p><u>Presentational: Speaking and Writing - The expectations for 6-12 are for both speaking and writing.</u></p> <p>I can use words, phrases and memorized sentences to create a multimedia presentation that provides basic details (e.g. when an event takes place, who attends, where it takes place, what people do, what people wear, why they celebrate) about a cultural celebration in my culture or the target culture.</p>
4	<p><u>Presentational:</u></p> <p>I can perform a song or poem from the target language about a cultural celebration without using any memory crutches.</p>

New Jersey Student Learning Standards

Include:

- *New Jersey Student Learning Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>) (see above)
- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

- *Workplace readiness standards* (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- *Geography of Target Language Countries* (Social Studies):

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- *Technology* - See above
- *21st Century Life and Careers* - See above

BLOOMINGDALE SCHOOL DISTRICT

CONTENT AREA: World Languages | **Novice-Mid 6-12** | **UNIT #: 6** | **UNIT NAME: Migratory Animals**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJSLS
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. Click here for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.4
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. Click here for the “Can-Do” Statement.	7.1.NM.B.1 7.1.NM.B.4
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). Click here for the “Can-Do” Statement.	7.1.NM.B.3
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. Click here for the “Can-Do” Statement.	7.1.NM.C.1 7.1.NM.C.4

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 *memorized words and phrases* that bring meaning to text.

Interpersonal:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Talk about people, places, and things in response to simple questions.

Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Talk about people, places, and things.

Cultural Content Statement(s):

Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

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. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
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.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.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
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.
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%; text-align: center;">CONCEPTS</div> <div style="width: 48%; text-align: center;">SKILLS</div> </div>	
WHAT DO STUDENTS NEED TO KNOW?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Describe animals (e.g. verbs such as to be and to have) ○ Express needs ○ Show possession ○ Describe weather ● Memorized and frequently practiced questions associated with characteristics of animals, migratory patterns, and basic survival needs of animals ● Reasons animal migrate <p>The following items have already been assessed in previous units and are being recycled in this unit:</p>	<ul style="list-style-type: none"> ● Recognize names and characteristics of migratory animals contained in culturally authentic materials using electronic information sources. ● Interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some migratory animals ● Recognize names of habitats, continents, and countries in which migratory animals live as found in culturally authentic materials from electronic information sources. ● Recognize familiar spoken or written words and phrases related to animal migration as found in culturally authentic materials from electronic information sources. ● Demonstrate comprehension of brief oral and written messages about migratory animals from culturally authentic materials. ● Imitate appropriate intonation for asking different types of questions about migratory animals. ● Ask memorized questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.

<ul style="list-style-type: none"> ● Seasons ● The structures necessary to: <ul style="list-style-type: none"> ○ Indicate location ○ Give and respond to commands (as memorized chunks) ○ Compare ○ Express likes and dislikes 	<ul style="list-style-type: none"> ● Answer simple questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival. ● Use digital tools to exchange information about migratory animals using words and memorized phrases. ● Ask simple questions related to reasons animals migrate using memorized words and phrases. ● Respond to simple questions related to reasons animals migrate using memorized words and phrases. ● Give directions for migration patterns of some migratory animals. ● Compare animals using information included on a graphic organizer.
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UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore animal behavior in home and target 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 blogs, stories, and short clips from movies and television that focus on migratory animal behavior.

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 memorized questions related to animal migration.

Presentational:

They use lists, chunks of language, and memorized phrases to talk about animal habitats and the reasons that animals migrate, while using culturally appropriate gestures and intonations.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
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1	<p>The expectations for 6-12 are for both listening and reading.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information about animals as found in short audio/video clips.</p> <ul style="list-style-type: none"> a. I can recognize descriptions of animals and draw a picture of animals based on oral descriptions. b. I can recognize descriptions of animals and match pictures to the descriptions. c. I can recognize descriptions of animal habitats and draw a picture based on the descriptions. d. I can match descriptions of animal habitats to pictures of the habitats. e. I can follow the migratory path of animals that contain simple directions. f. I can match the migratory path of animals to picture depictions of the migratory path. <hr/> <p><u>Interpretive Reading:</u></p> <p>I can understand some basic information about animals as found in culturally authentic written texts.</p> <ul style="list-style-type: none"> a. I can recognize descriptions of animals and draw a pictures of animals based on a written description. b. I can recognize descriptions of animals and match pictures to the descriptions. c. I can recognize descriptions of animal habitats and draw pictures based on the description. d. I can match descriptions of animal habitats to pictures of the habitats. e. I can follow the migratory path of animals that contain simple directions. f. I can match migratory paths of animals to a picture depiction of the migratory path.
2	<p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p>

	<ul style="list-style-type: none"> a. Ask memorized questions (yes/no, either/or, and short response) about physical descriptions of animals. b. Answer simple questions (yes/no, either/or, and short response) about physical descriptions of animals. c. Ask memorized questions (yes/no, either/or, and short response) about weather conditions where some animals live. d. Answer simple questions (yes/no, either/or, and short response) about weather conditions where some animals live. e. Ask memorized questions (yes/no, either/or, and short response) about characteristics of some habitats. f. Answer simple questions (yes/no, either/or, and short response) about characteristics of some habitats. g. Ask memorized questions (yes/no, either/or, and short response) about why some animals migrate. h. Answer simple questions (yes/no, either/or, and short response) about why some animals migrate.
<p>3</p>	<p><u>Interpersonal:</u></p> <p>I can use culturally acceptable gestures to greet and take leave.</p> <p>I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either or and short response).</p>
<p>4</p>	<p><u>Presentational: Speaking and Writing - The expectations for 6-12 are for both speaking and writing.</u></p> <p>I can use words, phrases, and simple sentences to create a multimedia presentation using information I have learned from what I have read and listened to regarding animal migration including:</p> <ul style="list-style-type: none"> a. Physical characteristics of migratory animals b. Description of their habitats c. Migratory paths

New Jersey Student Learning Standards

Include:

- *New Jersey Student Learning Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>) (see above)
- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

- *Workplace readiness standards* (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- *Geography of Target Language Countries* (Social Studies):

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual

perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- *Technology* - See above
- *21st Century Life and Careers* - See above

BLOOMINGDALE SCHOOL DISTRICT			
CONTENT AREA: World Languages	Novice-Mid 6-12	UNIT #: 7	UNIT NAME: Going Green!

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJSLS
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). Click here for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.4
2	Give and follow directions regarding environmental practices. Click here for the “Can-Do” Statement.	7.1.NM.B.2
3	Ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication through the target language. Click here for the “Can-Do” Statement.	7.1.NM.B.1 7.1.NM.B.4 7.1.NM.B.5
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. Click here for the “Can-Do” Statement.	7.1.NM.C.1 7.1.NM.C.4

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.	

Interpersonal:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s):

Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

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. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
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.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.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. This CPI supports Anchor Standard 1 CCSS-ELA Reading.

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.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 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.
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%; text-align: center;"> CONCEPTS WHAT DO STUDENTS NEED TO KNOW? </div> <div style="width: 48%; text-align: center;"> SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO? </div> </div>	
<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Give and respond to memorized commands associated with reduce, reuse, and recycle ○ Indicate frequency <p>The following items have already been assessed in other unit(s) and are being recycled in this unit:</p> <ul style="list-style-type: none"> ● Colors ● Numbers ● School supplies ● The structures necessary to: <ul style="list-style-type: none"> ○ Indicate location ○ Compare 	<ul style="list-style-type: none"> ● Identify environmental practices and products of the target culture as found in authentic materials from electronic information sources and other sources. ● Identify renewable resources as found in authentic materials from electronic information sources and other sources. ● Give and follow commands related to environmental practices. ● Ask memorized questions related to recycling products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication. ● Respond to simple questions related to recycling products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication. ● Ask memorized questions related to practices regarding use of renewable resources of the home and target cultures using digital tools and face-to-face communication. ● Respond to memorized questions related to practices regarding use of renewable resources of the home and target cultures using digital tools and face-to-face communication. ● Compare recycling products and practices in home and target cultures.

<ul style="list-style-type: none"> ○ Indicate direction 	<ul style="list-style-type: none"> ● Compare environmental products and practices in home and target cultures.
UNIT DESCRIPTION	
<p>Students use the target language in the three modes of communication to explore products and practices of the target culture(s) as they relate to reuse, recycle, and reduce. (Assessment of the Interpretive mode may be in English; however, the text is always in the target language.)</p>	
<p><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 environmental practices and products in the target culture(s).</p>	
<p><u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and other target-language speakers in the community in which they ask and respond to questions regarding environmental products and practices.</p>	
<p><u>Presentational:</u> They use lists, chunks of language, and memorized phrases to compare environmental products and practices in the home and target cultures.</p>	
SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>The expectations for 6-12 are for both listening and reading.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information related to reuse, recycle, and reduce as found in short video/audio clips.</p> <ul style="list-style-type: none"> a. I can recognize words associated with commonly recycled products (e.g. plastic, cans, paper, cardboard, batteries). b. I can identify common symbols of recycling and match them to the equivalent target language word. c. I can recognize renewable resources (e.g. water, electricity, paper). d. I can determine which products and practices related to recycling are the same and different in my community and in the target culture community.

	<p><u>Interpretive Reading:</u></p> <p>I can understand some basic information related to reuse, recycle, and reduce as found in short written text (e.g. poster, public service announcement and blog).</p> <ul style="list-style-type: none"> a. I can recognize words associated with commonly recycled products (e.g. plastic, cans, paper, cardboard, batteries). b. I can identify common symbols of recycling and match them to the equivalent target language word. c. I can recognize renewable resources (e.g. water, electricity, paper) d. I can determine which products and practices related to recycling are the same and different in my community and in the target culture community.
<p>2</p>	<p><u>Interpersonal:</u></p> <p>I can suggest what my classmates and others should do with regard to reuse, recycle, and reduce (e.g. Given pictures of common household items, I can suggest what should be done with them).</p> <p>I can respond to suggestions from my classmates and others with regard to reuse, recycle, and reduce and indicate when I don't understand a suggestion. [e.g. Given pictures of common household items, I can categorize them (reuse, reduce, or recycle) based on suggestions from my classmates and others].</p>
<p>3</p>	<p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p> <ul style="list-style-type: none"> a. Ask memorized questions (yes/no, either/or, and short response) about quantity of recycled products. b. Answer simple questions (yes/no, either/or, and short response) about quantity of recycled products. c. Ask memorized questions (yes/no, either/or, and short response) about color of recycled products. d. Answer simple questions (yes/no, either/or, and short response) about color of recycled products. e. Ask memorized questions (yes/no, either/or, and short response) about types of recycled products.

	<p>f. Answer simple questions (yes/no, either/or, and short response) about types of recycled products.</p> <p>g. Ask memorized questions (yes/no, either/or, and short response) about personal practices related to reuse, recycle, and reduce.</p> <p>h. Answer simple questions (yes/no, either/or, and short response) about personal practices related to reuse, recycle, and reduce.</p>
<p>4</p>	<p><u>Presentational: Speaking and Writing - The expectations for 6-12 are for both speaking and writing.</u></p> <p>I can use words, phrases, and simple sentences to create a multimedia presentation in which I compare cultural environmental products and practice using information I have learned from what I have read and listened to regarding reuse, recycle, and reduce.</p>

New Jersey Student Learning Standards

Include:

- *New Jersey Student Learning Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>) (see above)
- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

- *Workplace readiness standards* (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- *Geography of Target Language Countries* (Social Studies):

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- *Technology* - See above
- *21st Century Life and Careers* - See above