

BLOOMINGDALE SCHOOL DISTRICT			
CONTENT AREA: World Languages		Novice-Mid K-5	UNIT #: 1-a
			UNIT NAME: All About Me
#	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 people (e.g. physical characteristics, personality qualities, and age). 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 and personality qualities 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	Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing including physical characteristics and personality qualities by creating a multimedia presentation. Click here for the “Can-Do” Statement.		7.1.NM.C.1 7.1.NM.C.4

Code #	New Jersey Student Learning 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>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> <p>This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.</p>

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?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● Physical characteristics ● Personality qualities ● Numbers 1-31 ● The structures necessary to: <ul style="list-style-type: none"> ○ Describe physical qualities and personality qualities ○ Express emotions ○ Tell age (as a memorized chunk) ○ Express where one lives and goes to school ● Memorized and frequently practiced questions associated with physical characteristics, personality qualities, and age ● 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) 	<ul style="list-style-type: none"> ● Recognize descriptions of people as found in culturally authentic oral and written texts. ● Ask memorized questions related to physical characteristics and personality qualities using digital tools. ● Answer simple questions related to physical characteristics and personality qualities 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 text (oral or written) that includes physical characteristics and personality qualities.
UNIT DESCRIPTION	

Students use the target language in the three modes of communication to explore physical characteristics and personality qualities 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/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on first introductions and personal information.

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.

Presentational:
They use lists, chunks of language, and memorized phrases to introduce themselves and describe themselves or others while using culturally appropriate gestures and intonations.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</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 when someone is stating their age and telling where they are from.</p>

	<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 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.
<p>3</p>	<p><u>Interpersonal:</u></p> <p>I can greet and take leave in a culturally acceptable manner.</p>
<p>4</p>	<p><u>Interpersonal:</u></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>5</p>	<p><u>Presentational: Speaking and/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p>

	<p>I can use words, phrases, and memorized sentences to describe myself including details about my physical characteristics and my personality qualities.</p> <p>I can use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities.</p> <p>I can tell my age and the age of others.</p>
<p>6</p>	<p><u>Presentational:</u></p> <p>I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that include s:</p> <ul style="list-style-type: none"> a. Physical characteristics b. Personality qualities

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 K-5	UNIT #: 1-b	UNIT NAME: All About Me

#	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 pastime activities and preferences related to these activities. 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 preferences related to 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	List culturally specific and personal pastime activities. Click here for the “Can-Do” Statement.	7.1.NM.C.4
4	Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing that includes preferences related to pastime activities by creating a multimedia-rich presentation. 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.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 1 CCSS-ELA Speaking & Listening.

<p>7.1.NM.C.1</p>	<p>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.</p>		
<p>7.1.NM.C.4</p>	<p>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.</p>		
<p style="text-align: center;">CONCEPTS</p> <p style="text-align: center;">WHAT DO STUDENTS NEED TO KNOW?</p>			
<ul style="list-style-type: none"> ● Pastime activities ● Expressions used to indicate location <p>The structures necessary to:</p> <ul style="list-style-type: none"> ○ Express like and dislike (as memorized chunks) ○ Give and respond to commands (as memorized chunks) <ul style="list-style-type: none"> ● Memorized and frequently practiced questions to inquire about likes and dislikes and pastime activities <p>Unit 1b follows Unit 1a. It is understood that students will have already mastered the following:</p> <ul style="list-style-type: none"> ● Physical characteristics ● Personality qualities ● Numbers 1-31 ● The structures necessary to: <ul style="list-style-type: none"> ○ Describe physical qualities and personality qualities ○ Express emotions ○ Tell age (as a memorized chunk) ○ Express where one lives and goes to school ● Memorized and frequently practiced questions associated with physical characteristics, personality qualities, and age ● Culturally appropriate expressions and gestures to greet and take leave 	<th colspan="2" data-bbox="1060 443 1919 516"> <p style="text-align: center;">SKILLS</p> <p style="text-align: center;">WHAT DO STUDENTS NEED TO BE ABLE TO DO?</p> </th>	<p style="text-align: center;">SKILLS</p> <p style="text-align: center;">WHAT DO STUDENTS NEED TO BE ABLE TO DO?</p>	
<ul style="list-style-type: none"> ● Recognize pastime preferences as found in culturally authentic oral and written texts. ● Ask memorized questions related to pastime activities using digital tools and face-to-face communication. ● Answer simple questions related to pastime activities using digital tools and face-to-face communication. ● Describe self and others using oral or written text. ● Identify culturally specific pastime activities. ● Retell highlights from a culturally authentic text (oral or written) that includes preferences related to pastime activities. 			

- 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 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/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on 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 memorized questions related to pastimes preferences.

Presentational:

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

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports.</p>

	<p><u>Interpretive Reading:</u></p> <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>
2	<p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p> <ol style="list-style-type: none"> a. Introduce myself and others. b. Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports. c. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.
3	<p><u>Presentational: Speaking and/or Writing</u>– The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places by completing a Venn diagram using pictures and presenting the information orally.</p>
4	<p><u>Presentational:</u></p> <p>I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes preferences related to pastime activities.</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 K-5	UNIT #: 2-a	UNIT NAME: School Days

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJSLS
1	Skim and scan target language authentic materials to identify classroom items and furniture and their location. Click here for the “Can-Do” Statement.	7.1.NM.A.4
2	Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture. Click here for the “Can-Do” Statement.	7.1.NM.A.2
3	Ask and respond to memorized questions about classroom items and furniture and their location within the classroom. Click here for the “Can-Do” Statement.	7.1.NM.B.4 7.1.NM.B.5
4	Produce a written or oral text that compares a classroom in the United States with a classroom in the target culture using information found in age- and level-appropriate culturally authentic materials. Click here for the “Can-Do” Statement.	7.1.NM.C.3 7.1.NM.C.4

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

Interpretive:

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.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.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 1 CCSS-ELA Speaking & Listening.
7.1.NM.C.3	Describe in writing people and things from the home and school environment.
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"> ● Classroom objects and furniture ● School supplies ● 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 ○ Give and respond to commands (as memorized chunks) ○ Expressions used to indicate location 	<ul style="list-style-type: none"> ● Identify school supplies found in written and oral text. ● Demonstrate understanding of commands associated with classroom items. ● Tell where things and people in the classroom are located. ● Compare an American classroom with one in the target culture.
UNIT DESCRIPTION	
<p>Students use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <p>Interpretive: They interpret authentic written and/or video/audio texts that contain classroom supply lists, ads for ‘back-to-school’, school maps, and descriptions of classrooms in the target culture(s).</p> <p>Interpersonal:</p>	

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 classroom objects and classroom setup.

Presentational:
 They use lists, chunks of language, and memorized phrases in to describe their classroom and compare it with one in the target culture.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand when someone describes things found in a school such as classroom items and furniture, and their location.</p> <hr/> <p><u>Interpretive Reading:</u></p> <p>I can understand short readings (back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school such as classroom items, furniture, and school supplies.</p>
2	<p><u>Interpretive Listening:</u></p> <p>I can draw a picture of a classroom based on an oral description given by my teacher.</p> <p>I can place pictures of classroom items on a drawing of a school based on an oral description given by my teacher.</p> <p><u>Interpretive Reading:</u></p> <p>I can draw a picture of a classroom based on a written description.</p> <p>I can place pictures of classroom items on a drawing of a school based on a written description.</p>
3	<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 my school and classroom.
4	<p>Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can use words, phrases, and memorized sentences to compare my classroom with a classroom in the target culture by comparing pictures from both cultures.</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 K-5	UNIT #: 2-b	UNIT NAME: School Days
#	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 related to a typical school day in the target culture(s). 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 a typical school day 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.5	
4	Produce a multimedia rich presentation that compares school life in the home and target culture(s). Click here for the “Can-Do” Statement.	7.1.NM.C.1 7.1.NM.C.3	

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

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.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.3	Describe in writing people and things from the home and school environment.	
CONCEPTS		SKILLS
WHAT DO STUDENTS NEED TO KNOW?		WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● School subjects ● Activities associated with school ● Days of the week ● Months of the year ● Ordinal numbers ● Question words ● Numbers for telling time ● 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 ○ Respond to simple questions related to school activities in the present time frame <p>Unit 2b follows Unit 2a. It is understood that students will have already mastered the following:</p> <ul style="list-style-type: none"> ● Classroom items and furniture ● School supplies ● Cultural practices related to school ● Singular and plural forms of nouns and articles 		<ul style="list-style-type: none"> ● Interpret a school schedule to identify classes and time. ● Identify extra-curricular activities typical in the target culture. ● Ask memorized questions related to school life. ● Answer simple questions related to school life. ● Express likes and dislikes related to academic and social aspects of school life. ● Describe a typical school day. ● Compare school life in the target culture(s) with school life in the U.S.

<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 ○ Give and respond to commands (as memorized chunks) ○ Expressions used to indicate location 	
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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, 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/or 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>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand when someone talks about their school day.</p>

	<ul style="list-style-type: none"> a. I can identify the time school starts and finishes. b. I can identify the subjects that students study 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 brief, written messages about a school day in the target culture.</p> <ul style="list-style-type: none"> a. I can identify the time school starts and finishes. b. I can identify the favorite and least favorite teacher and class. c. I can identify the subjects that students study during the school day. 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 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 such as take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, and clear your desks.</p> <p><u>Interpretive Reading:</u></p>

	<p>I can follow routine classroom directions written by my teacher or others such as take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, and 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 a classmate’s school day or the school day of a student from the target culture. b. Answer simple questions (yes/no, either/or, and short response) about my school day or the school day of a student from the target culture. a. 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. b. 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/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can use technology and words, phrases, and memorized sentences to:</p> <ul style="list-style-type: none"> a. Tell how I spend my school day b. Tell how my peers in the target culture spend their school day c. Compare how our school day is similar and different

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 K-5	UNIT #: 3-a
			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, and common household items. 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 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 in the home and target culture(s). 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 and its contents in the target culture. Click here for the “Can-Do” Statement.	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.	
<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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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. 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		SKILLS
WHAT DO STUDENTS NEED TO KNOW?		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 ● 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 ○ Location of items in the home 		<ul style="list-style-type: none"> ● Identify furniture and items in a home as found in authentic materials from an electronic information source. ● Identify furniture and items in a home as found in videos of home tours from authentic electronic sources and advertisements for homes on the market. ● Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools. ● Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools. ● Compare homes in the target and home cultures. ● 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.

<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) 	
UNIT DESCRIPTION	
<p>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 by examining the design and contents of homes. (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/or video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours and descriptions of items in a home.</p> <p><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 homes and items found in homes.</p> <p><u>Presentational:</u> They use lists, chunks of language and memorized phrases to describe the rooms and items in their homes.</p>	

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.

	<p><u>Presentational: Speaking and/or Writing</u>– The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <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 an oral description. <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 on culturally-authentic real estate websites and on-line home tours.</p>
<p>2</p>	<p><u>Interpretive Listening:</u></p> <p>I can compare a home in my community with ones in the target culture and identify commonalities and differences.</p> <p><u>Interpretive Reading:</u></p> <p>I can compare a home in my community with ones in the target culture 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>

4	<p><u>Presentational: Speaking and/or Writing</u> - The expectations for 6-12 are for both speaking and writing. The focus for K-5 is more on speaking in the presentational mode with limited emphasis on writing. For K-5, the sample assessments of the SLOs will only be provided for speaking.</p> <p>I can use technology and words, phrases, and memorized sentences to compare my home with homes in the target culture.</p>
5	<p><u>Presentational:</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

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 K-5	UNIT #: 3-b	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 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 chores. Click here for the “Can-Do” Statement.	7.1.NM.A.3
3	Ask and respond to memorized questions about the chores that are typically done using digital tools and face-to-face communication in the target language. Click here for the “Can-Do” Statement.	7.1.NM.B.1 7.1.NM.B.4
4	Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of chores performed in the target culture(s). Click here for the “Can-Do” Statement.	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):

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. 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 4CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.	
CONCEPTS		SKILLS
WHAT DO STUDENTS NEED TO KNOW?		WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● Common household chores ● Memorized and frequently practiced questions related to distribution of chores <p>Unit 3b follows Unit 3a. It is understood that students will have already mastered the following:</p> <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 ● 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"> ● Identify chores as found in authentic materials from an electronic information source. ● Ask memorized questions related to chores using digital tools. ● Respond to simple questions related to chores using digital tools. ● Use memorized language to express preferences related to the division of household chores. ● Create a multimedia rich visual representation related to chores. ● Compare common household chores in the home culture with common household chores in the target culture(s). ● Retell highlights from an authentic video or simple written text that includes description of chores. ● Identify culturally specific chores.

<ul style="list-style-type: none"> ○ Rooms in the home ○ Location of items in the home <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 	
UNIT DESCRIPTION	
<p>Students explore how household chores and the distribution of them in the home and target culture are similar and different.</p> <p><u>Interpretive:</u> They interpret authentic written and/or video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on household chores.</p> <p><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 household chores.</p> <p><u>Presentational:</u> They use lists, chunks of language and memorized phrases to compare how chores are shared in the home and target cultures.</p>	

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand basic information when someone talks about household chores.</p>

	<p>a. I recognize the names of common household chores.</p> <p>b. I can determine household chores one likes to do and doesn't like to do.</p> <p>c. I can determine who does which chores.</p>
	<p><u>Interpretive Reading:</u></p> <p>I can identify who does which chores by interpreting surveys dealing with household chores.</p>
<p>2</p>	<p><u>Interpretive Listening:</u></p> <p>I can 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><u>Interpretive Reading:</u></p> <p>I can 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><u>Interpersonal:</u></p> <p>I can ask memorized questions (yes/no, either/or, and short response) related to who is responsible for some household chores .</p> <p>I can answer simple questions (yes/no, either/or, and short response) related to who is responsible for some household chores.</p>
<p>4</p>	<p><u>Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</u></p> <p>I can list or identify household chores commonly done by members of the target culture based on information I have listened to or read.</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 K-5	UNIT #: 4-a
		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	Use memorized words and phrases to ask and respond to questions related to food preferences, products and practices. Click here for the “Can-Do” Statement.	7.1.NM.B.4
3	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></p>

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):

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 with in 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. This CPI supports Anchor Standards 1 & 4 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 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 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).

<p style="text-align: center;">CONCEPTS WHAT DO STUDENTS NEED TO KNOW?</p>	<p style="text-align: center;">SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?</p>
<ul style="list-style-type: none"> ● Names of common vegetables, fruits, grains, proteins, and dairy items ● Colors ● Names of common ‘empty calorie’ foods ● Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade) ● Adjectives to describe size and shape of food ● Memorized questions related to describing food <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 ○ Express likes and dislikes ○ Indicate location ○ Compare 	<ul style="list-style-type: none"> ● Identify main idea of an authentic text dealing with food products and practices. ● Ask questions related to food preferences, products, and practices. ● Answer questions related to food preferences, products, and practices. ● 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.
<p>UNIT DESCRIPTION</p>	
<p>Students use the target language in the three modes of communication to explore cultural products and practices related to foods in the home and target cultures. (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 age- and level-appropriate authentic written and/or video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.</p> <p><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 and express preferences related to food preferences, products and practices.</p> <p><u>Presentational:</u></p>	

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
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</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 as found in short audio/video clips when someone talks about a few practices associated with meal time, ordering a meal, and purchasing food.</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 meal time, ordering a meal, and purchasing food.</p>
2	<p><u>Interpersonal:</u></p> <p>I can ask memorized questions (yes/no, either/or, and short response) about food preferences.</p> <p>I can answer simple questions (yes/no, either/or, and short response) about food preferences.</p> <p>I can ask memorized questions (yes/no, either/or, and short response) to find out about foods that are typical in the target culture.</p> <p>I can answer simple questions (yes/no, either/or, and short response) about foods that are typical in my culture and the target culture.</p>

	<p>I can ask memorized questions (yes/no, either/or, and short response) about meal time in my culture and the target culture.</p> <p>I can answer simple questions (yes/no, either/or, and short response) about meal time in my culture and the target culture.</p>
3	<p><u>Presentational: Speaking and/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can use words, phrases, and memorized sentences to share information I learned about foods that are common in the target culture and a few practice associated with foods in the target culture.</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 K-5	UNIT #: 4-b UNIT NAME: Food, Glorious Food
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJSLS
1	Skim and scan age- and level-appropriate culturally authentic target language menus from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s). 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 table settings and healthy eating. 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

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

Interpretive:

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):

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.)

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 & 4 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 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?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● 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 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"> ○ 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 	<ul style="list-style-type: none"> ● Recognize familiar food terms as found in an authentic menu. ● Demonstrate comprehension of series of oral and written directions as related to table settings. ● Give and follow directions related to healthy eating. ● Recognize and use common gestures and cultural practices associated with food. ● Engage in an unrehearsed conversation to order a meal by asking and answering questions. ● 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.

Unit 4b follows Unit 4a. It is understood that students will have already mastered the following:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Colors
- Names of common ‘empty calorie’ foods
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Memorized questions related to describing food

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 examine cultural products and practices related to healthy eating in the home and the 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/or 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 healthy eating.

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>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can listen to someone read a menu and classify the foods into categories such as ones I like and don't like and foods that are healthy and not healthy.</p> <p>I can listen to someone read a menu and determine which foods are specific to the target language culture.</p> <p>I can listen to someone read information from a menu and recognize a few mealtime practices that are the same and different in my culture and the target culture.</p> <p><u>Interpretive Reading:</u></p> <p>I can understand some basic information found in online menus to determine foods that are popular in the target culture.</p> <p>I can understand some basic information found in an online menu that includes practices associated with when people in the culture eat different meals and the foods that are commonly eaten.</p>
<p>2</p>	<p><u>Interpretive:</u></p> <p>I can match a few gestures associated with eating to their language equivalent. For example, I know how to express hunger and thirst, like and dislike, and ask for the check.</p>

3	<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:</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>

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 K-5	UNIT #: 5-a	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	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>	
<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.

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.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

<p style="text-align: center;">CONCEPTS WHAT DO STUDENTS NEED TO KNOW?</p>	<p style="text-align: center;">SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?</p>
<ul style="list-style-type: none"> ● Family members ● Clothing ● Names of authentic holidays and celebrations ● Seasons ● 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 <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 ● Colors ● Structures needed to: <ul style="list-style-type: none"> ○ Express likes and dislikes ○ State preferences ○ Compare ○ Describe 	<ul style="list-style-type: none"> ● Identify culture-specific holidays, 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. ● Perform a culturally authentic song/poem associated with a particular target culture celebration. ● State likes, dislikes, and preferences related to clothing. ● Describe clothing. ● Describe family members.
<p>UNIT DESCRIPTION</p>	
<p>Students use the target language in the three modes of communication to explore cultural celebrations in the home and target cultures focusing on who celebrates what, when, and with whom. They examine the relationship between dress and specific celebrations. (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/or video/audio texts related to celebrations (invitations, and posters, radio/television/newspaper advertisements).</p> <p><u>Interpersonal:</u> 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.</p> <p><u>Presentational:</u> They use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.</p>
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SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
<p>1</p>	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u> 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 such as a birthday party, holiday celebration, and a community celebration.</p> <p><u>Interpretive Reading:</u> 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 such as a party invitation and a schedule of events for celebration.</p>
<p>2</p>	<p><u>Interpersonal:</u> 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

	<p>c. Where an event takes place</p> <p>d. Who is invited to/coming to a celebration</p> <p>e. What the dress is for the celebration</p> <p>f. What activities take place during the celebration</p> <p>I can answer simple questions (yes/no, either/or, and short response) related to:</p> <p>a. The type of celebration</p> <p>b. When an event takes place</p> <p>c. Where an event takes place</p> <p>d. Who is invited to/coming to a celebration</p> <p>e. What the dress is for the celebration</p> <p>f. What activities take place during the celebration</p>
<p>3</p>	<p><u>Presentational: Speaking and/or Writing</u>– The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</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 K-5	UNIT #: 5-b	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 customs and traditions 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 customs and traditions related to cultural 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

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></p>

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.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
CONCEPTS WHAT DO STUDENTS NEED TO KNOW?		SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● Activities associated with planning , attending, and participating in celebrations ● Structures needed to: <ul style="list-style-type: none"> ○ Describe typical holidays ○ Describe activities that take place during holiday celebrations ○ Compare and contrast celebrations in the home and target culture <p>Unit 5b follows Unit 5a. It is understood that students will have already mastered the following:</p> <ul style="list-style-type: none"> ● Family members ● Clothing ● Names of authentic holidays ● Seasons ● Structures needed to: <ul style="list-style-type: none"> ○ Express likes and dislikes ○ State preferences ○ Compare ○ Describe <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 		<ul style="list-style-type: none"> ● Identify customs and traditions of target culture(s) as found in culturally authentic video/audio/written texts. ● Ask memorized questions related to activities that take place during celebrations in the home and target cultures. ● Answer simple questions related to activities that take place during celebrations in the home and target cultures. ● Extend/accept/reject an invitation to celebrations in the home and target cultures. ● Describe celebrations in the home and target cultures. ● Create an invitation for a target culture celebration. ● Compare/contrast celebrations in the home and target cultures. ● Plan and carry out a simulated celebration related to the target culture in the classroom. ● Perform a culturally authentic song/poem associated with a particular target culture celebration. ● Express likes, dislikes, and preferences related to activities associated with celebrations.

<ul style="list-style-type: none"> ● Months of the year ● Colors ● Structures needed to: <ul style="list-style-type: none"> ○ Express likes and dislikes ○ State preferences ○ Compare ○ Describe 	
UNIT DESCRIPTION	
<p>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.)</p> <p><u>Interpretive:</u> They interpret authentic written and/or video/audio texts related to celebrations (invitations, posters, radio/television/newspaper advertisements).</p> <p><u>Interpersonal:</u> 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.</p> <p><u>Presentational:</u> They use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.</p>	

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can recognize which activities that take place at cultural celebrations are specific to the target culture when viewing a short audio/video clip dealing with a cultural celebration such as a birthday party, holiday celebration, and a community celebration.</p>

	<p><u>Interpretive Reading:</u></p> <p>I can recognize which activities that take place at cultural celebrations are specific to the target culture when reading a short written text dealing with a cultural celebration such as a party invitation and a schedule of events for a celebration.</p>
2	<p><u>Interpersonal:</u></p> <p>I can ask memorized questions (yes/no, either/or, and short response) about what people do at cultural celebrations such as a birthday party, holiday celebration, or community celebration.</p> <p>I can answer simple questions (yes/no, either/or, and short response) about what people do at cultural celebrations such as a birthday party, holiday celebration, or community celebration.</p>
3	<p><u>Presentational: Speaking and/or Writing</u>– The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can use technology and words, phrases and memorized sentences to describe a cultural celebration in my culture or the target culture including information such as when an event takes place, who attends, where it takes place, what people do, what people wear, and why they celebrate.</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 K-5	UNIT #: 6-a	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 and their habitats. 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 and their habitats 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 gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) about animals and their habitats. 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 include physical characteristics of migratory animals and their habitats 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.	
CONCEPTS		SKILLS
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 ● 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 ● Memorized and frequently practiced questions associated with characteristics of animals and basic survival needs of animals <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"> ● 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. ● Imitate appropriate intonation for asking different types of questions about migratory animals, their habitats, and geographical locations in the target language. ● Ask memorized questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival. ● Answer simple questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.

<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"> ● Use digital tools to exchange information about where migratory animals live using words and memorized phrases. ● Compare animals using information included on a graphic organizer.
UNIT DESCRIPTION	
<p>Students use the target language in the three modes of communication to explore animal characteristics in the home and target cultures. (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/or video/audio texts such as stories and short video clips that focus on migratory animals, their characteristics, and their habitats.</p> <p><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 memorized questions related to characteristics of migratory animals and their habitat.</p> <p><u>Presentational:</u> They use lists, chunks of language, and memorized phrases to talk about migratory animals and their habitats while using culturally appropriate gestures and intonations.</p>	

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</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 match pictures of animals with pictures of the places where they live. <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 picture of animals based on oral descriptions. b. I can recognize descriptions of animals and match pictures to the descriptions. c. I can match descriptions of animals with pictures of the places where they live.
<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. 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 where some animals live. d. Answer simple questions (yes/no, either/or, and short response) about where some animals live.
<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/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p>

I can use technology and words, phrases, and simple sentences to share information I have learned from what I have read and listened to regarding animals and their habitats. I can describe some migratory animals and tell where they live.

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 K-5	UNIT #: 6-b	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 the areas around the world where animals live and the reasons they migrate at different times of the year. 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 and the reasons for their migration 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
3	Use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) dealing with reasons that animals migrate. 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 reasons animals migrate 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.	
CONCEPTS		SKILLS
WHAT DO STUDENTS NEED TO KNOW?		WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● Reasons animal migrate ● Weather patterns ● The structures necessary to describe weather <p>Unit 6b follows Unit 6a. It is understood that students will have already mastered the following:</p> <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 ● 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 		<ul style="list-style-type: none"> ● Recognize familiar spoken or written words and phrases related to animal migration, weather patterns, and reasons animals migrate as found in culturally authentic materials using electronic information sources. ● Demonstrate comprehension of brief oral and/or written messages about world-wide weather conditions and patterns as found in culturally authentic materials. ● Demonstrate comprehension of brief oral and/or written messages about animals native to various regions of the world as found in culturally authentic materials. ● Ask simple questions related to reasons animals migrate using memorized words and phrases. ● Answer simple questions related to reasons animals migrate using memorized words and phrases. ● Exchange information using words, phrases, and short sentences about weather conditions and reasons animals migrate.

<ul style="list-style-type: none"> ● Memorized and frequently practiced questions associated with characteristics of animals and basic survival needs of animals <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"> ● 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 	
UNIT DESCRIPTION	
<p>Students use the target language in the three modes of communication to explore reasons why animals migrate in the home and target cultures. (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/or video/audio texts such as blogs, stories, and short clips that focus on weather, geographical regions around the world, and migratory animal behavior.</p> <p><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 memorized questions related to weather conditions, animals, their migratory patterns, and geographical features of regions.</p> <p><u>Presentational:</u> They use lists, chunks of language, and memorized phrases to talk about reasons animal migrate while using culturally appropriate gestures and intonations.</p>	

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
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1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p>
	<p><u>Interpretive Listening:</u></p> <p>I can understand some basic information about where some animals live and why they migrate as found in short video clips and audio text.</p> <ul style="list-style-type: none"> a. I can recognize descriptions of animal habitats and draw pictures based on the descriptions. b. I can match descriptions of animal habitats to pictures of the habitats. c. I can draw the migratory path of animals based on simple directions. d. I can match the migratory path of animals to pictures showing the migratory path.
2	<p><u>Interpretive Reading:</u></p> <p>I can understand some basic information about animals as found in culturally authentic written text.</p> <ul style="list-style-type: none"> a. I can recognize descriptions of animal habitats and draw pictures based on the descriptions. b. I can match descriptions of animal habitats to pictures of the habitats. c. I can follow the migratory path of animals that contain simple directions. d. I can match migratory patterns of animals to pictures showing the migratory path.
	<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 weather conditions where some animals live. b. Answer simple questions (yes/no, either/or, and short response) about weather conditions where some animals live.

	<p>c. Ask memorized questions (yes/no, either/or, and short response) about characteristics of some habitats.</p> <p>d. Answer simple questions (yes/no, either/or, and short response) about characteristics of some habitats.</p> <p>e. Ask memorized questions (yes/no, either/or, and short response) about why some animals migrate.</p> <p>f. Answer simple questions (yes/no, either/or, and short response) about why some animals migrate.</p>
3	<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>
4	<p><u>Presentational: Speaking and/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can use technology and words, phrases, and simple sentences to share information I have learned about animal migratory paths.</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 K-5	UNIT #: 7-a	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 recycled products 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 recycled products. Click here for the “Can-Do” Statement.	7.1.NM.B.2
3	Ask and respond to memorized questions about recycled products 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 7.1.NM.B.5
4	Produce a multimedia rich presentation that compares recycled products of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts. 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):

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 - 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 locations <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 ○ Indicate direction 	<ul style="list-style-type: none"> ● Identify recycled products of the target culture as found in authentic materials from electronic information sources and other sources. ● Give and follow commands related to recycled products. ● Ask memorized questions related to recycled 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 recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication. ● Compare recycled products in home and target cultures.

UNIT DESCRIPTION	
<p>Students use the target language in the three modes of communication to explore products from the home and target cultures that are commonly recycled. (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/or video/audio texts such as blogs, government sites, public service announcements, and short video clips that focus on recycled 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 products that are recycled.</p> <p><u>Presentational:</u> They use lists, chunks of language, and memorized phrases to compare recycled products in the home and target cultures.</p>	

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</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 such as plastic, cans, paper, cardboard, and batteries. b. I can identify common symbols of recycling and match them to the equivalent target language word. <hr/> <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>

	<p>a. I can recognize words associated with commonly recycled products such as plastic, cans, paper, cardboard, and batteries.</p> <p>b. I can identify common symbols of recycling and match them to the equivalent target language word.</p>
2	<p><u>Interpersonal:</u></p> <p>I can tell my classmates and others which categories (size, color, quantity, and types) to place some recycled items.</p> <p>I can categorize pictures (size, color, quantity, and types) of some recycled items based on directions given to me by my classmates and others.</p>
3	<p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p> <p>a. Ask memorized questions (yes/no, either/or, and short response) about quantity of recycled products.</p> <p>b. Answer simple questions (yes/no, either/or, and short response) about quantity of recycled products.</p> <p>c. Ask memorized questions (yes/no, either/or, and short response) about color of recycled products.</p> <p>d. Answer simple questions (yes/no, either/or, and short response) about color of recycled products.</p> <p>e. Ask memorized questions (yes/no, either/or, and short response) about types of recycled products.</p> <p>f. Answer simple questions (yes/no, either/or, and short response) about types of recycled products.</p>
4	<p><u>Presentational: Speaking and/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can use technology and words, phrases, and simple sentences to compare which items we recycle in my community with items that are recycled in the target culture community based on what I have learned.</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 K-5	UNIT #: 7-b	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 *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):

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	<p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>This CPI supports Anchor Standard 1CCSS-ELA Reading.</p>
7.1.NM.B.4	<p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.</p>
7.1.NM.B.5	<p>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.</p>
7.1.NM.C.1	<p>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.</p> <p>This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.</p>
7.1.NM.C.4	<p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.</p>
<p>CONCEPTS</p>	
<p>WHAT DO STUDENTS NEED TO KNOW?</p> <ul style="list-style-type: none"> ● 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, recycle ○ Indicate frequency <p>Unit 3b follows Unit 3a. It is understood that students will have already mastered the following:</p> <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 locations 	<p>SKILLS</p> <p>WHAT DO STUDENTS NEED TO BE ABLE TO DO?</p> <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 practices of the home and target cultures. ● Respond to simple questions related to recycling practices of the home and target cultures. ● Ask memorized questions related to use of renewable resources of the home and target cultures using digital tools and face-to-face communication. ● Respond to simple questions related to use of renewable resources of the home and target cultures using digital tools and face-to-face communication.

<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 ○ Indicate direction 	<ul style="list-style-type: none"> • Compare practices regarding renewable resources in home and target cultures.
<p>UNIT DESCRIPTION</p>	
<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/or 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>	
<p>SLO #</p>	<p>CAN DO STATEMENTS ALIGNED TO THE SLOS</p>
<p>1</p>	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</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 and determine which products and practices related to recycling are the same and different in my community and in the target culture community.</p>
	<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 such as posters, public service announcements and blogs and determine which products and practices related to recycling are the same and different in my community and in the target culture community.</p>
<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. For example, 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. For example, 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 my classmates and others memorized questions (yes/no, either/or, and short response) what they and their families do regarding reuse, recycle, and reduce. b. Answer simple questions (yes/no, either/or, and short response) about what my family and I do regarding reuse, recycle, and reduce.
<p>4</p>	<p><u>Presentational: Speaking and/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can use technology and words, phrases, and simple sentences to compare cultural environmental products and practices. I can use information I have learned from what I have listened to and read 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