

## NJDOE MODEL CURRICULUM

**CONTENT AREA:** World Languages

**Novice-High**

**UNIT #: 4**

**UNIT NAME:** Food, Glorious Food

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
<b>1</b>	<p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words related to food sources and choices in the home and target cultures contained in culturally authentic materials using electronic information sources.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NH.A.1
<b>2</b>	<p>Infer the meaning of highly contextualized unfamiliar spoken or written words contained in culturally authentic materials related to restaurant offerings.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NH.A.1
<b>3</b>	<p>Identify target culture(s) practices related to healthy eating as found in short conversations and brief written messages and determine how the practices are similar to and different from those of the home culture.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NH.A.4 7.1.NH.A.5
<b>4</b>	<p>Recognize and use some gestures and idiomatic expressions for ordering and buying food and talking about food practices.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NH.A.3 7.1.NH.B.3
<b>5</b>	<p>Ask and answer questions related to personal choices in food selections.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NH.B.4
<b>6</b>	<p>Exchange basic information related to routine eating habits and food choices by recombining memorized words, phrases, and sentences in a culturally appropriate way using digital tools and face-to-face communication.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NH.B.1 7.1.NH.B.5
<b>7</b>	<p>Recombine previously studied material to create a multimedia-rich presentation showing how</p>	7.1.NH.C.1

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	food choices are influenced by culture, geography and media in the home and target cultures. Click <a href="#">here</a> for the “Can-Do” Statement.	7.1 NH.C.3 7.1.NH.C.5
<b>8</b>	Describe in writing cultural products or practices associated with a balanced diet. Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NH.C 3

Code #	New Jersey Core Curriculum Content Standards for World Languages
<b><u>Linguistic Content Statements</u></b>	
<b><u>Interpretive:</u></b>	
The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences</i> independently to:	
<ul style="list-style-type: none"> <li>○ Identify the main idea and some supporting details when reading.</li> <li>○ Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>○ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul>	
<b><u>Interpersonal:</u></b>	
The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and <i>can use words, lists, and simple sentences</i> independently to:	
<ul style="list-style-type: none"> <li>○ Ask and answer questions related to everyday life.</li> <li>○ Handle simple transactions related to everyday life:                             <ul style="list-style-type: none"> <li>● Initiate, maintain, and end a conversation.</li> <li>● Ask for and give permission.</li> <li>● Express needs.</li> <li>● Give reasons.</li> <li>● Request, suggest, and make arrangements.</li> </ul> </li> </ul>	

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- Extend, accept, and decline an invitation.
- Express an opinion and preference.

**Presentational:**

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

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

**Cultural Content Statement(s):**

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. <b>This CPI supports Anchor Standards 1, 2, &amp; 3 CCSS- ELA Reading.</b>
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral and written descriptions. <b>This CPI supports Anchor Standards 1, 2, &amp; 3 CCSS- ELA Reading.</b>
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics. <b>This CPI supports Anchor Standards 1, 2, &amp; 3 CCSS-ELA Reading.</b>
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

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**This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.**

7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

**This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.**

7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

**This CPI supports Anchor Standards CCSS 2 ELA Speaking & Listening.**

7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.3 Describe in writing people and things from home and school environment.

7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

**This CPI supports Anchor Standards CCSS 4 & 5 ELA Writing and Anchor Standards CCSS 4 ELA Speaking & Listening.**

### CONCEPTS

#### WHAT DO STUDENTS NEED TO KNOW?

- Selected vocabulary related to food and its origin (e.g. processed, natural, artificial ingredients, sweeteners, preservatives, fillers, farm, orchard, garden, greenhouse, unrefined, minerals, antioxidants, and fiber)
- Selected vocabulary related to food preparation (e.g. baking, broiling, frying, microwaving, roasting, and smoking)
- Selected vocabulary related to a balanced diet
- The structures necessary to discuss the purchasing, growing, eating, and ordering of food in the present time frame
- Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)

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

### SKILLS

#### WHAT DO STUDENTS NEED TO BE ABLE TO DO?

- Identify foods that are prevalent in the home and target cultures as found in culturally authentic materials from electronic information sources and other sources.
- Recognize gestures associated with ordering food and food quantities.
- Identify some cultural practices associated with food (e.g. what food is considered healthy in the target culture(s)).
- Identify the main idea and key ideas associated with food products, origins, and where to purchase them as found in culturally authentic materials from electronic information sources and other resources.
- Identify the main idea and key ideas associated with balanced diet and food choices as found in culturally authentic materials from electronic information sources and other resources.

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mastered the following:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Colors
- Names of common 'empty calorie' foods
- Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup and slice)
- Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth)
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Culturally authentic gestures and practices associated with eating
- The structures necessary to:
  - Order and pay for food (e.g. I would like, Please 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

- Infer the meaning of highly contextualized unfamiliar spoken or written words associated with food as found in culturally authentic materials from electronic information sources and other resources.
- Demonstrate comprehension of a series of oral and written directions as conveyed in advertisements for the sale, preparation, and serving of foods.
- Exchange information about family and personal food choices in the home and the target culture(s) using digital tools such as blogs, wikis, or SKYPE as well as face-to-face communication by recombining previously memorized words, phrases, and sentences.
- Exchange information about opinions and biases as expressed in advertisements for food and restaurants in the home and target culture(s) with classmates and individuals from the target culture using digital tools such as blogs, wikis, or SKYPE and face-to-face communication.
- Ask question related to nutritional value of food choices and a balanced diet.
- Answer question related to nutritional value of food choices and a balanced diet.
- Create a multimedia-rich presentation showing how food choices are influenced by culture, geography, and media in the home and target cultures.
- Recombine previously memorized words, phrases and sentences to express preferences related to food choices.

### UNIT DESCRIPTION

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

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**Interpretive:**

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

**Interpersonal:**

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

**Presentational:**

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

SLO #	Can-Do Statements aligned to the SLOs
<b>1</b>	<p><b><u>Interpretive Listening:</u></b></p> <p>I can listen to a video clip that contains information about where food comes from and food choices and</p> <ul style="list-style-type: none"><li>a. Identify key words and phrases.</li><li>b. Determine the main idea.</li><li>c. Recognize other key ideas.</li><li>d. Determine how where one lives influences one's food choice.</li></ul> <p><b><u>Interpretive Reading:</u></b></p> <p>When reading short texts (e.g. a blog, recipe, survey, on-line menu) dealing with where food comes from and food choice I</p>

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can:

- a. Identify key words and phrases.
- b. Determine the main idea.
- c. Recognize other key ideas.
- d. Determine how where one lives influences one's food choice.

**2**

**Interpretive Listening:**

I can listen to a video clip that deals with where food comes from and food choices and infer the meaning of a few unfamiliar words when the audio text contains an explanation or definition of the unfamiliar word.

**Interpretive Reading:**

I can infer the meaning of a few unfamiliar words related to food when the text also contains an explanation or definition of the unfamiliar word.

**3**

**Interpretive Listening:**

I can listen to a short conversation about healthy eating between two native speakers and determine what they consider to be a healthy meal.

I can listen to a short conversation about healthy eating between two native speakers and determine how their practices are similar to mine and how they are different from mine.

**4**

**Interpretive & Interpersonal:**

I can recognize some gestures and idiomatic expressions used when speaking about food (e.g. quantity, expressions of hunger and thirst).

I can imitate some gestures and use some basic idiomatic expressions associated with ordering and buying food.

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**5**

**Interpersonal:**

I can ask my classmates or members of the target culture about their food preferences.

I can answer basic questions about my food preferences when questioned by my classmates or members of the target culture.

I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say...?).

I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really?, that's nice).

**6**

**Interpersonal:**

I can use digital tools and face-to-face communication to ask my classmates and members of the target culture about their normal eating habits (e.g. when they eat, what they eat, with whom they eat, where they eat).

I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say...?).

I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really?, that's nice).

**7**

**Presentational:**

I can use short sentences and digital tools to create a presentation that shows how food choices are influenced by culture, geography, and media in my culture and the target culture.

**8**

**Presentational:**

I can write several sentences in which I name and describe cultural products and practices associated with a balanced diet in my culture and in the target culture.