

## NJDOE MODEL CURRICULUM

**CONTENT AREA:** World Languages    **Novice-High**    **UNIT #:7**    **UNIT NAME:** Going Green!

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
<b>1</b>	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with creative environmental products and practices of the target culture(s).  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NH.A.1
<b>2</b>	Exchange information gathered about creative environmental products and practices using digital tools.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NH.B.1
<b>3</b>	Create and present a multimedia-rich presentation that retells information related to creative target culture environmental products and practices as found in age- and level-appropriate culturally authentic materials orally or in writing.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NH.C.1 7.1.NH.C.4
<b>4</b>	Describe in writing creative environmental products and practices from the home and target cultures.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NH.C.5

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	

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communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

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

### **Interpersonal:**

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

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

### **Presentational:**

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

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

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### **Cultural Content Statement(s):**

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

Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. <b>This CPI supports Anchor Standards 1, 2 &amp; 4 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. <b>This CPI supports Anchor Standards 1, 2, &amp; 5 CCSS-ELA Speaking &amp; Listening</b>
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. <b>This CPI supports Anchor Standard 4 &amp; 6 CCSS-ELA Writing and Anchor Standard 5 CCSS-ELA Speaking &amp; Listening.</b>
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. <b>This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standards 4 CCSS-ELA Speaking &amp; Listening.</b>
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. <b>This CPI supports Anchor Standard 4 CCSS-ELA Writing and ELA Speaking &amp; Listening.</b>

CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> <li>The names of commonly recycled electronic items (e.g. CD, computer, computer monitor, MP3 players, printer, printer cartridges, speakers, and video games)</li> <li>The names of commonly recycled automobile parts (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Identify creative environmental practices and products of the target culture and identify the main idea in authentic articles from electronic information sources and other sources.</li> </ul>

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- batteries, tires, and spark plugs)
- The names of fabrics (e.g. corduroy, cotton, denim, flannel, silk, and wool)
- The names of paper products (e.g. cardboard, cards, newspaper, and wrapping paper)
- The structures necessary to:
  - Describe and ask and answer questions related to recycling practices (e.g. clean up, conserve, preserve, recycle, reintroduce, and reprocess) in the present time frame
  - Describe and ask and answer questions related to art activities associated with recycling (e.g. attach, color, cut, measure, glue, and paint)
  - Describe recycling art (e.g. biodegradable, clean, eco-friendly, ecological, environmentally-friendly, and environmental)
  - Indicate the location of specific items in relationship to the speaker and listener
- Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)

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

- Symbols of recycling in target culture
- Vocabulary associated with symbols of recycling
- Recyclable categories
- Shapes and materials
- Memorized and frequently practiced questions associated

- Exchange information with classmates, the teacher, and other target-language speakers in the community, regarding creative environmental products and practices.
- Create a multimedia presentation showcasing creative recycling products and practices from the target culture using digital tools such as wikis and blogs.
- Describe creative recycling products and practices used in the target cultures.

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- with number, color, location and type of recyclable items
- Vocabulary of renewable resources, such as water, electricity, and paper
- The structures necessary to:
  - Give and respond to memorized commands associated with reduce, reuse, and recycle
  - Indicate frequency

### UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore how members of the target culture communities use recycled products in a creative manner. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:**

They interpret authentic written and video/audio texts, such as blogs, government sites, public service announcements, and short video clips that focus on creative practices and products in the target culture(s).

**Interpersonal:**

They exchange information with classmates, the teacher, and other target-language speakers in the community, regarding creative products and practices.

**Presentational:**

They describe creative environmental products and practices from the target culture(s).

SLO #	Can-Do Statements aligned to the SLOs
1	<p><b><u>Interpretive Listening:</u></b></p> <p>When listening to a video clip that contains information about the creative use of environmental products (e.g. art, clothing, paper products) I can:</p>

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- a. Identify key words and phrases.
- b. Determine how the products are similar and different in the United States and the countries where the language I am studying is spoken.

**Interpretive Reading:**

When reading short texts dealing with creative use of environmental products (e.g. art, clothing, paper products) I can:

- a. Identify key words and phrases.
- b. Determine how the products are similar and different in the United States and the countries where the language I am studying is spoken.

**2**

**Interpersonal:**

I can use digital tools and face-to-face communication to ask questions about creative use of environmental products (e.g. art, clothing, paper products) as they relate to art and other areas.

I can use digital tools and face-to-face communication to answer questions about creative use of environmental products (e.g. art, clothing, paper products) as they relate to art and other uses.

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).

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

**3**

I can create a multi-media presentation in which I recombine words, phrases, and sentences to tell how someone from the target culture makes creative use of environmental products (e.g. art, clothing, paper products).

**4**

I can create a written piece for a real audience in which I recombine words, phrases and sentences to tell what I have learned about the use of creative environmental products (e.g. art, clothing, paper products) in the home and target cultures.

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