

## NJDOE MODEL CURRICULUM

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

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

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Code #

New Jersey Core Curriculum Content Standards for World Languages

### Linguistic Content Statements

#### **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,

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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.<br><b>This CPI supports Anchor Standards 1 &amp; 4 CCSS-ELA Reading.</b>                              |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.<br><b>This CPI supports Anchor Standards 1, 2, &amp; 3 CCSS-ELA Reading.</b>  |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s).<br><b>This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking &amp; Listening.</b>   |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.<br><b>This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking &amp; Listening.</b> |
| 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.<br><b>This CPI supports Anchor Standard 1 CCSS-ELA ELA Speaking &amp; Listening.</b>   |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing.<br><b>This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking &amp; Listening.</b>   |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s).  |

| <b>CONCEPTS</b><br><b>WHAT DO STUDENTS NEED TO KNOW?</b>  | <b>SKILLS</b><br><b>WHAT DO STUDENTS NEED TO BE ABLE TO DO?</b>  |
|---|--|
| <ul style="list-style-type: none"> <li>Names of common vegetables, fruits, grains, proteins, and dairy items</li> <li>Colors</li> <li>Names of common ‘empty calorie’ foods</li> <li>Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice)</li> <li>Vocabulary associated with table setting (plate, bowl, knife,</li> </ul> | <ul style="list-style-type: none"> <li>Identify main idea of an authentic text dealing with food products and practices.</li> <li>Demonstrate comprehension of a series of oral and written directions as related to food products and practices.</li> <li>Recognize and use common gestures and cultural practices associated with food.</li> </ul> |

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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

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

- Ask memorized questions related to food preferences, products, and practices.
- Answer simple questions related to food preferences, products, and practices.
- Engage in an unrehearsed conversation to order a meal.
- Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

### UNIT DESCRIPTION

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

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English; however, the text is always in the target language.)

**Interpretive:**

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

**Interpersonal:**

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

**Presentational:**

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

| SLO #    | CAN DO STATEMENTS ALIGNED TO THE SLOS  |
|----------|--|
| <b>1</b> | <p><b>The expectations for 6-12 are for both listening and reading.</b></p> <p><b><u>Interpretive Listening:</u></b></p> <p>I can understand some basic information as found in short audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture.</p> <p>I can understand some basic information when someone talks about a few practices associated with food (e.g. meals, ordering, purchasing).</p> <p><b><u>Interpretive Reading:</u></b></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> |

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|          |  |
|----------|--|
|          | I can understand some basic information found in short written texts about practices associated with food (e.g. meals, ordering, purchasing).  |
| <b>2</b> | <p><b><u>Interpretive:</u></b></p> <p>I can match a few gestures associated with food to their language equivalent (e.g. expressing hunger and thirst, asking for the check, expressing quantity).</p>   |
| <b>3</b> | <p><b><u>Interpretive Listening:</u></b></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><b><u>Interpersonal Speaking:</u></b></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> |
| <b>4</b> | <p><b><u>Interpersonal:</u></b></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>   |
| <b>5</b> | <p><b><u>Presentational: Speaking and Writing - The expectations for 6-12 are for both speaking and writing.</u></b></p> <p>I can use words, phrases, and memorized sentences to share information learned about food products and practice with others.</p>   |

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- 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.