NJDOE MODEL CURRICULUM

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

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about migratory animals, their habitats, and the reasons for migration. Click **here** for the "Can-Do" Statement.	7.1.NM.A.1 7.1.NM.A.4
2	Ask and respond to memorized questions about migratory animals, their habitats, and the reasons for their migration using digital tools and face-to-face communication. Click **here** for the "Can-Do" Statement.	7.1.NM.B.1 7.1.NM.B.4
3	Use culturally appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language). Click **here** for the "Can-Do" Statement.	7.1.NM.B.3
4	Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that includes physical characteristics of migratory animals, their habitats, and their migratory patterns by creating a multimedia-rich presentation. Click **here** for the "Can-Do" Statement.	7.1.NM.C.1 7.1.NM.C.4

Code #	New Jersey Core Curriculum Content Standards for World Languages
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.	

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

Interpersonal:

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

- o Respond to learned questions.
- o Ask memorized questions.
- o State needs and preferences.
- o 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:

- o Make lists.
- o State needs and preferences.
- o 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.**

NJDOE MODEL CURRICULUM

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

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?
- Names of migratory animals - Physical characteristics of migratory animals - Basic survival needs of migratory animals - Names of habitats of migratory animals - Geographical locations where migratory animals may be found - Weather patterns - Compass points (to follow migration of animals) - The structures necessary to: - Describe animals (e.g. verbs such as to be and to have) - Express needs - Show possession - Describe weather - Memorized and frequently practiced questions associated	- Recognize names and characteristics of migratory animals contained in culturally authentic materials using electronic information sources. - Interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some migratory animals - Recognize names of habitats, continents, and countries in which migratory animals live as found in culturally authentic materials from electronic information sources. - Recognize familiar spoken or written words and phrases related to animal migration as found in culturally authentic materials from electronic information sources. - Demonstrate comprehension of brief oral and written messages about migratory animals from culturally authentic materials.

NJDOE MODEL CURRICULUM

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

with characteristics of animals, migratory patterns, and basic survival needs of animals
- Reasons animal migrate

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

- Seasons
- The structures necessary to:
  - Indicate location
  - Give and respond to commands (as memorized chunks)
  - Compare
  - Express likes and dislikes

- Imitate appropriate intonation for asking different types of questions about migratory animals.
- Ask memorized questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.
- Answer simple questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.
- Use digital tools to exchange information about migratory animals using words and memorized phrases.
- Ask simple questions related to reasons animals migrate using memorized words and phrases.
- Respond to simple questions related to reasons animals migrate using memorized words and phrases.
- Give directions for migration patterns of some migratory animals.
- Compare animals using information included on a graphic organizer.

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore animal behavior in home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:
They interpret authentic written and video/audio texts such as blogs, stories, and short clips from movies and television that focus on migratory animal behavior.

Interpersonal:
They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer memorized questions related to animal migration.

NJDOE MODEL CURRICULUM

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

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

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	**The expectations for 6-12 are for both listening and reading.** **Interpretive Listening:** I can understand some basic information about animals as found in short audio/video clips. a. I can recognize descriptions of animals and draw a picture of animals based on oral descriptions. b. I can recognize descriptions of animals and match pictures to the descriptions. c. I can recognize descriptions of animal habitats and draw a picture based on the descriptions. d. I can match descriptions of animal habitats to pictures of the habitats. e. I can follow the migratory path of animals that contain simple directions. f. I can match the migratory path of animals to picture depictions of the migratory path. **Interpretive Reading:** I can understand some basic information about animals as found in culturally authentic written texts. a. I can recognize descriptions of animals and draw a pictures of animals based on a written description. b. I can recognize descriptions of animals and match pictures to the descriptions.

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

	c. I can recognize descriptions of animal habitats and draw pictures based on the description.
	d. I can match descriptions of animal habitats to pictures of the habitats.
	e. I can follow the migratory path of animals that contain simple directions.
	f. I can match migratory paths of animals to a picture depiction of the migratory path.
2	**Interpersonal:** I can use digital tools and face-to-face communication to: a. Ask memorized questions (yes/no, either/or, and short response) about physical descriptions of animals. b. Answer simple questions (yes/no, either/or, and short response) about physical descriptions of animals. c. Ask memorized questions (yes/no, either/or, and short response) about weather conditions where some animals live. d. Answer simple questions (yes/no, either/or, and short response) about weather conditions where some animals live. e. Ask memorized questions (yes/no, either/or, and short response) about characteristics of some habitats. f. Answer simple questions (yes/no, either/or, and short response) about characteristics of some habitats. g. Ask memorized questions (yes/no, either/or, and short response) about why some animals migrate. h. Answer simple questions (yes/no, either/or, and short response) about why some animals migrate.
3	**Interpersonal:** I can use culturally acceptable gestures to greet and take leave. I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either or and short response).

4	**Presentational:** **Speaking and Writing - The expectations for 6-12 are for both speaking and writing.**
	I can use words, phrases, and simple sentences to create a multimedia presentation using information I have learned from what I have read and listened to regarding animal migration including:
	a. Physical characteristics of migratory animals
	b. Description of their habitats
	c. Migratory paths