

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 4-b	UNIT NAME: Food, Glorious Food
--------------------------------------	-----------------------	--------------------	---------------------------------------

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

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 4-b

UNIT NAME: Food, Glorious Food

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.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 4-b	UNIT NAME: Food, Glorious Food
--------------------------------------	-----------------------	--------------------	---------------------------------------

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?
<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 	<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.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 4-b

UNIT NAME: Food, Glorious Food

equivalent

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:

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 4-b

UNIT NAME: Food, Glorious Food

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
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 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</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 4-b

UNIT NAME: Food, Glorious Food

culture eat different meals and the foods that are commonly eaten.

2

Interpretive:

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.

3

Interpretive Listening:

I can follow directions given by the teacher or a classmate for setting the table.

I can put foods in appropriate categories based on instructions from the teacher or a classmate.

Interpersonal:

I can exchange information with someone about how to set the table and answer their simple questions when they don't understand.

I can exchange information with someone about ingredients needed to make a recipe and answer their simple questions when they don't understand.

4

Interpersonal:

I can order a meal from a target language menu.

I can ask memorized questions (yes/no, either/or, and short response) about foods found on an authentic menu.

I can answer simple questions (yes/no, either/or, and short response) about foods found on an authentic menu.