

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 6-b	UNIT NAME: Migratory Animals
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about the areas around the world where animals live and the reasons they migrate at different times of the year.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.A.1 7.1.NM.A.4</p>
2	<p>Ask and respond to memorized questions about migratory animals and the reasons for their migration using digital tools and face-to-face communication through the target language.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.B.1 7.1.NM.B.4</p>
3	<p>Use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) dealing with reasons that animals migrate.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.B.3</p>
4	<p>Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that includes reasons animals migrate by creating a multimedia-rich presentation.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.C.1 7.1.NM.C.4</p>

Code #	New Jersey Core Curriculum Content Standards for World Languages
<p><u>Linguistic Content Statements</u></p> <p><u>Interpretive:</u> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p>	

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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.
- 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:

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

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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	SKILLS
WHAT DO STUDENTS NEED TO KNOW?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> • Reasons animal migrate • Weather patterns • The structures necessary to describe weather <p>Unit 6b follows Unit 6a. It is understood that students will have already mastered the following:</p> <ul style="list-style-type: none"> • 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 • Compass points (to follow migration of animals) • The structures necessary to: <ul style="list-style-type: none"> ○ Describe animals (e.g. verbs such as to be and to 	<ul style="list-style-type: none"> • Recognize familiar spoken or written words and phrases related to animal migration, weather patterns, and reasons animals migrate as found in culturally authentic materials using electronic information sources. • Demonstrate comprehension of brief oral and/or written messages about world-wide weather conditions and patterns as found in culturally authentic materials. • Demonstrate comprehension of brief oral and/or written messages about animals native to various regions of the world as found in culturally authentic materials. • Ask simple questions related to reasons animals migrate using memorized words and phrases. • Answer simple questions related to reasons animals migrate using memorized words and phrases. • Exchange information using words, phrases, and short

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- have)
- Express needs
- Show possession
- Memorized and frequently practiced questions associated with characteristics of animals and basic survival needs of animals

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

sentences about weather conditions and reasons animals migrate.

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore reasons why animals migrate in the 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/or video/audio texts such as blogs, stories, and short clips that focus on weather, geographical regions around the world, and 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 weather conditions, animals, their migratory patterns, and geographical features of regions.

Presentational:

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They use lists, chunks of language, and memorized phrases to talk about reasons animal migrate while using culturally appropriate gestures and intonations.

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 understand some basic information about where some animals live and why they migrate as found in short video clips and audio text.</p> <ul style="list-style-type: none">a. I can recognize descriptions of animal habitats and draw pictures based on the descriptions.b. I can match descriptions of animal habitats to pictures of the habitats.c. I can draw the migratory path of animals based on simple directions.d. I can match the migratory path of animals to pictures showing the migratory path. <hr/> <p><u>Interpretive Reading:</u></p> <p>I can understand some basic information about animals as found in culturally authentic written text.</p> <ul style="list-style-type: none">a. I can recognize descriptions of animal habitats and draw pictures based on the descriptions.b. I can match descriptions of animal habitats to pictures of the habitats.c. I can follow the migratory path of animals that contain simple directions.

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	d. I can match migratory patterns of animals to pictures showing the migratory path.
2	<p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p> <ul style="list-style-type: none"> a. Ask memorized questions (yes/no, either/or, and short response) about weather conditions where some animals live. b. Answer simple questions (yes/no, either/or, and short response) about weather conditions where some animals live. c. Ask memorized questions (yes/no, either/or, and short response) about characteristics of some habitats. d. Answer simple questions (yes/no, either/or, and short response) about characteristics of some habitats. e. Ask memorized questions (yes/no, either/or, and short response) about why some animals migrate. f. Answer simple questions (yes/no, either/or, and short response) about why some animals migrate.
3	<p><u>Interpersonal:</u></p> <p>I can use culturally acceptable gestures to greet and take leave.</p> <p>I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either or and short response).</p>
4	<p><u>Presentational: Speaking and/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can use technology and words, phrases, and simple sentences to share information I have learned about animal migratory paths.</p>