NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 7-a	UNIT NAME: Going Green!

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with recycled products of the target culture(s). Click **here** for the "Can-Do" Statement.	7.1.NM.A.1 7.1.NM.A.4
2	Give and follow directions regarding recycled products. Click **here** for the "Can-Do" Statement.	7.1.NM.B.2
3	Ask and respond to memorized questions about recycled products 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 7.1.NM.B.5
4	Produce a multimedia rich presentation that compares recycled products of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts. 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.	

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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:

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

- o Make lists.
- o State needs and preferences.
- o Describe 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.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. **This CPI supports Anchor Standard 1 CCSS-ELA Reading.**
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 - Anchor Standard 1 CCSS-ELA Speaking & Listening.**
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. **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?
- Symbols of recycling in target culture - Vocabulary associated with symbols of recycling - Recyclable categories - Shapes and materials - Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items - Vocabulary of locations The following items have already been assessed in other unit(s) and are being recycled in this unit: - Colors - Numbers	- Identify recycled products of the target culture as found in authentic materials from electronic information sources and other sources. - Give and follow commands related to recycled products. - Ask memorized questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication. - Respond to simple questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication. - Compare recycled products in home and target cultures.

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• School supplies
• The structures necessary to:
   ○ Indicate location
   ○ Compare
   ○ Indicate direction	

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore products from the home and target cultures that are commonly recycled. (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, government sites, public service announcements, and short video clips that focus on recycled products in the target culture(s).

Interpersonal:
They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and other target-language speakers in the community in which they ask and respond to questions regarding products that are recycled.

Presentational:
They use lists, chunks of language, and memorized phrases to compare recycled products in the home and target cultures.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	**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.** **Interpretive Listening:** I can understand some basic information related to reuse, recycle, and reduce as found in short video/audio clips. a. I can recognize words associated with commonly recycled products such as plastic, cans, paper, cardboard, and

	batteries.	
	b. I can identify common symbols of recycling and match them to the equivalent target language word.	
	Interpretive Reading:	
	I can understand some basic information related to reuse, recycle, and reduce as found in short written text (e.g. poster, public service announcement and blog).	
	a. I can recognize words associated with commonly recycled products such as plastic, cans, paper, cardboard, and batteries.	
	b. I can identify common symbols of recycling and match them to the equivalent target language word.	
2	**Interpersonal:**	
	I can tell my classmates and others which categories (size, color, quantity, and types) to place some recycled items.	
	I can categorize pictures (size, color, quantity, and types) of some recycled items based on directions given to me by my classmates and others.	
3	**Interpersonal:**	
	I can use digital tools and face-to-face communication to:	
	a. Ask memorized questions (yes/no, either/or, and short response) about quantity of recycled products.	
	b. Answer simple questions (yes/no, either/or, and short response) about quantity of recycled products.	
	c. Ask memorized questions (yes/no, either/or, and short response) about color of recycled products.	
	d. Answer simple questions (yes/no, either/or, and short response) about color of recycled products.	

	e. Ask memorized questions (yes/no, either/or, and short response) about types of recycled products. f. Answer simple questions (yes/no, either/or, and short response) about types of recycled products.
4	**Presentational: Speaking and/or Writing – 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.** I can use technology and words, phrases, and simple sentences to compare which items we recycle in my community with items that are recycled in the target culture community based on what I have learned.