

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-High

UNIT #: 6

UNIT NAME: Migratory Animals

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words as found in culturally authentic materials from electronic information sources related to environmental factors that contribute to animal migration (types of pollution, man's role in harming the environment, and actions that may be taken to mitigate the problems).</p> <p>Click here for the "Can-Do" Statement.</p>	7.1.NH.A.1
2	<p>Demonstrate comprehension of a series of oral and written directions, commands, and requests to trace the paths of some migratory animals.</p> <p>Click here for the "Can-Do" Statement.</p>	7.1.NH.A.2
3	<p>Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials that discuss environmental problems that cause animals to migrate, man's actions that are harmful to animals and their habitats, and advocacy efforts to preserve animal habitats.</p> <p>Click here for the "Can-Do" Statement.</p>	7.1.NH.A.6
4	<p>Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding man and weather impact on animal habitats and migration.</p> <p>Click here for the "Can-Do" Statement.</p>	7.1.NH.B.1 7.1.NH.B.4 7.1.NH.B.5
5	<p>Recombine previously studied materials to create a multimedia-rich presentation about the effects of man and climate on animals' migratory habits.</p> <p>Click here for the "Can-Do" Statement.</p>	7.1.NH.C.1

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New Jersey Core Curriculum Content Standards for World Languages

Linguistic Content Statements

Interpretive:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

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- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s):

Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words 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.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. This CPI supports Anchor Standard 1 CCSS-ELA Reading.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. This CPI supports Anchor Standards 1, 2 & 3 CCSS-ELA Writing.
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics 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.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation 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 &

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Listening.

CONCEPTS

WHAT DO STUDENTS NEED TO KNOW?

- Environmental conditions that affect where and how animals live
- Types of pollution found in the water, air, and land
- Man’s role through action and/or lack of action in harming the environment (clear cutting, garbage dumping, and poaching).
- Names of geographical features (land and water)
- Ways that animals move (animal locomotion)
- The structures necessary to:
 - Advocate for change
 - Persuade others to make change
 - Give reasons
- Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)

It is understood that students at the NH level will have already mastered the following:

- 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)

SKILLS

WHAT DO STUDENTS NEED TO BE ABLE TO DO?

- Demonstrate comprehension of oral and written texts related to environmental conditions and animal migration paths.
- Identify a wide range of efforts to address environmental issues by visiting a target-language web site or reading a brochure about the efforts of a global organization such as the UNEP (United Nations Environmental Program).
- Identify main idea of an authentic text dealing with the effects of environment on migration patterns of animals in the community.
- Follow oral directions to trace the path of some migratory animals.
- Locate geographical features, relative size of land masses and water bodies, weather patterns, and sea currents using target language digital tools to complete a graphic organizer.
- Exchange information about man’s actions and environmental conditions and their impact on animals using digital tools.
- Provide information about an endangered migratory animal using digital tools to raise awareness about the global cooperation needed to solve this problem.

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

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore how human behavior world-wide impacts the animal population. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

Students interpret authentic written and video/audio texts found in electronic information sources and other sources that deal with the efforts of a global organization to raise awareness about endangered migratory animals.

Interpersonal:

They engage in short, unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community in which they talk about the plight of endangered migratory animals and steps that they, as students, might take.

Presentational:

They use sentence-level discourse to provide information on endangered migratory animal to raise awareness about the global cooperation needed to solve this problem.

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SLO #	Can-Do Statements aligned to the SLOs
1	<p data-bbox="331 399 606 431"><u>Interpretive Listening:</u></p> <p data-bbox="331 464 1835 537">When listening to a video clip that contains information about with environmental factors that contribute to animal migration (types of pollution, man's role in harming the environment, and actions that may be taken to mitigate the problems) I can:</p> <ul data-bbox="380 574 1835 889" style="list-style-type: none"><li data-bbox="380 574 806 607">a. Identify key words and phrases.<li data-bbox="380 643 747 675">b. Understand the main idea.<li data-bbox="380 711 1835 784">c. Figure out the meaning of a few unfamiliar words when they are defined in the target language or when an example is given.<li data-bbox="380 820 1782 889">d. Determine which environmental factors are similar and different in the United States and the countries where the language I am studying is spoken. <p data-bbox="331 927 594 959"><u>Interpretive Reading:</u></p> <p data-bbox="331 992 1877 1065">When reading short texts dealing with environmental factors that contribute to animal migration (types of pollution, man's role in harming the environment, and actions that may be taken to mitigate the problems) I can:</p> <ul data-bbox="380 1102 1835 1417" style="list-style-type: none"><li data-bbox="380 1102 806 1135">a. Identify key words and phrases.<li data-bbox="380 1170 747 1203">b. Understand the main idea.<li data-bbox="380 1239 1835 1312">c. Figure out the meaning of a few unfamiliar words when they are defined in the target language or when an example is given.<li data-bbox="380 1347 1782 1417">d. Determine which environmental factors are similar and different in the United States and the countries where the language I am studying is spoken.

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2

Interpretive Listening:

I can indicate on a map the migratory path that some animals take based on a short oral text.

Interpretive Reading:

I can indicate on a map the migratory path that some animals take based on a short written text.

3

Interpretive Listening:

I can identify the main idea in short video clips dealing with environmental causes of animal migration.

I can identify significant ideas in short video clips dealing with environmental causes of animal migration.

Interpretive Reading:

I can identify the main idea in short articles dealing with environmental causes of animal migration.

I can identify significant ideas in short articles dealing with environmental causes of animal migration.

4

Interpersonal:

I can use digital tools and face-to-face communication to ask questions about:

- a. weather and climate change
- b. types of pollution
- c. man's role in harming the environment
- d. things that can be done to counteract the actions of man and nature

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I can use digital tools and face-to-face communication to answer questions about:

- a. weather and climate change
- b. types of pollution
- c. man's role in harming the environment
- d. things that can be done to counteract the actions of man and nature

I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really, that's nice).

I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say...?).

5

I can create a multi-media presentation in which I recombine words, phrases, and sentences to tell what I have learned about man's and nature's impact on migration.