

Parsippany-Troy Hills School District

WLA600 – World Cultures: Geography, Culture and Holidays

A Course Outline for World Languages Grade 6

Developed: July 2015
Revised: 2/25/2016

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February 25, 2016 ____

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STATEMENT OF PURPOSE

The purpose of this course is to use geographic concepts and processes to examine the role of culture, traditions and customs through a multicultural perspective. This course will provide students with a means to explore culture, people, customs, holidays and traditions. This is designed to help teachers cultivate an atmosphere of inquiry in the classroom and promote appreciation for all cultures.

This course is aligned with the New Jersey Core Curriculum Content Standards for World Languages (NJCCCS for World Languages) and the New Jersey Core Curriculum Content Standards for Technological Literacy (NJCCCS for Technological Literacy).

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

GENERAL GOALS

The curriculum for this course is divided into two instructional units with overlapping aims based on the Standards of Proficiencies as set forth by ACTFL (*American Council for the Teaching of Foreign Languages*) for **novice-low** learners as well as those set forth in the New Jersey State Department document *New Jersey World Language Curriculum Framework* (Winter 1999). The curriculum is geared towards stated levels of competency in cultural awareness of Spanish, Italian and French-speaking countries and regions.

Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world (*Standards for Foreign Language Learning in the 21st Century, 1999*).

The underlying standard for this curriculum is Standard 7.1.

***7.1 World Languages** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

Consistent with the recommendations of the *World Language Curriculum Framework* and the *Standards for Foreign Language Learning in the 21st Century*, world languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes. Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

COURSE GOALS AND TOPICS

UNIT OF STUDY	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	NJCCCS	SUGGESTED TIMEFRAME
GEOGRAPHY	<ul style="list-style-type: none"> • What are the basic geography, demographics and history of various French, Italian and Spanish-speaking countries? • What are the geographical differences among various French, Italian and Spanish-speaking countries? 	<ul style="list-style-type: none"> • Appreciating and understanding the variety of cultures that exist in a society enriches us as a society. • Aspects of a language serve as a communication function which highlights the connections between cultures and languages. 	7.1	10 to 12 days
HOLIDAYS & TRADITIONS	<ul style="list-style-type: none"> • What similarities can you find between customs in our culture and those of Italian, Spanish and French-speaking countries? • How does learning about different countries/cultures have us reflect upon our own? 	<ul style="list-style-type: none"> • Learning about diverse cultures provides a context to compare and contrast our customs with others. 	7.1	10 to 12 days plus the Culminating project

EVALUATION / ASSESSMENT

Summative Assessments are assessments, which are administered at the end of each main topic or unit to assess the student's mastery of the proficiencies and content. These assessments can include, but are not limited to, tests, essays, and presentations.

Formative Assessments are assessments, which are meant to be building blocks leading toward the mastery of the proficiencies. These assessments can include, but are not limited to debating, open-ended responses, quizzes, application of technology in multimedia presentations, and student questioning and responding to teacher feedback and guidance. These assessments can be ongoing and will likely require student reflection and revision in order to achieve mastery.

**WORLD LANGUAGES
GRADING PROCEDURES - GRADE 6**

Daily Performance/Assessments 40%

Which may include but are not limited to:

- Taking notes
- Active engagement in class activities
- Participation in class discussions
- Working individually and cooperatively with others to achieve class goals
- Participating in Peer Editing
- Do Now responses
- Exit Tickets
- Homework

Long and short term Assessments 60%

Which may include but are not limited to:

- Tests
- Quizzes
- Projects
- Writing Assignments
- Formal individual presentations
- Formal group presentations

Grading Procedures – Grade 6 (continued)

Assessments

The assessment guidelines below are to be followed for middle school courses. Please include the language that aligns with your course.

Middle School

Class type	Assessment	Assessment
Electives, including Required 6th grade World Languages	Culminating project per marking period	The culminating project will be submitted at the end of each marking period of enrollment, and will count as a major assessment of the marking period.

**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
COURSE PROFICIENCIES**

Course: **WLA600**

Title: **World Cultures: Geography, Culture and Holidays**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Core Curriculum Content Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

1. identify and locate on a map French and Spanish-speaking countries, and Italy's regions.
2. discuss and explain the importance and advantages of learning a second language.
3. discuss facts about French, Spanish and Italian-speaking countries.
4. describe the various differences in cultures that exist within the French, Spanish and Italian-speaking world.
5. compare and contrast his/her own culture with those of French, Spanish and Italian-speaking countries.
6. describe the various differences in cultures that exist within the French, Spanish and Italian-speaking world.
7. compare and contrast his/her own culture with those of French, Spanish and Italian-speaking countries.

I. GEOGRAPHY – Timeline: 10 to 12 days

- Essential Question(s):**
- What are the basic geography, demographics and history of various French, Italian and Spanish-speaking countries?
 - What are the geographical differences among various French, Italian and Spanish-speaking countries?
- Enduring Understanding(s):**
- Appreciating and understanding the variety of cultures that exist in a society enriches us a society.
 - Aspects of a language serve as a communication function which highlights the connections between cultures and languages.

GEOGRAPHY				
PROFICIENCY / OBJECTIVE	Standards	SUGGESTED ACTIVITY	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
1. identify and locate 5 Spanish-speaking countries and their capitals. (1)	7.1.NM.A.1 7.1.NM.A.3 7.1.NMA.4 7.1.NM.A.5 8.1.8.A.4	<ul style="list-style-type: none"> locate capitals and countries on a map. use interactive map online for practice. 	Map quiz with color coding	Places to select from: Spain, Mexico, Caribbean, South/Central America
2. identify and locate 5 French-speaking countries and their capitals. (1)			Forced-choice response	
3. identify and locate 5 major regions of Italy. (1)			Teacher observation	Select countries from: Africa, Asia

II. HOLIDAYS & TRADITIONS – Timeline: 10 to 12 days

- Essential Question(s):**
- a) What similarities can you find between customs in our culture and those of Italian, Spanish and French-speaking countries?
 - b) How does learning about different countries/cultures have us reflect upon our own?

- Enduring Understanding(s):**
- a) Learning about diverse cultures provides a context in which to compare and contrast our customs with others.

HOLIDAYS & TRADITIONS				
<i>CONTENT OUTLINE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ASSESSMENT</i>	<i>TEACHER NOTES</i>
The student will be able to:		Students will:		
4. discuss and explain the importance and advantages of learning a second language. (2)	7.1.NM.C.4-5	<ul style="list-style-type: none"> • be introduced via PowerPoint to the importance of language learning. • complete class survey and discussion. • complete think-pair-share activity. • be shown and identify locations in the United States where French, Italian and Spanish are spoken. 	Observation Discussion Survey Teacher observation	French: <i>Pourquoi Take French?</i> (YouTube video) Why take Italian? Why take Spanish? (may be videos and/or PowerPoint presentations) Influence of French, Spanish and Italian on the United States → map Ellis Island / Immigration
5. discuss facts about French, Spanish and Italian-speaking countries. (3)	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5	<ul style="list-style-type: none"> • be introduced to historical facts about France, Spain and Italy such as colonization, government, exports, indigenous languages, monuments, etc.. 	Discussion Quiz: multiple choice, open-ended, etc. Exit Pass / Do Now	Spanish: Aztecs, Incas, Running of the Bulls, etc. French: Canadian (English vs. French history), French colonies worldwide

HOLIDAYS & TRADITIONS

<i>CONTENT OUTLINE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
6. describe the various differences in cultures that exist within the French, Spanish and Italian-speaking world. (4)	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5	<ul style="list-style-type: none"> • be exposed to and discuss differences in language (vocabulary) between French, Spanish and Italian-speaking regions. • be exposed to and discuss differences in customs and traditions between French, Spanish and Italian-speaking regions. • discuss variety of foods that exist. • compare and contrast indigenous culture and language and impact on the primary culture. 	Quiz: forced-choice, open-ended, matching Class discussions Labeling pictures Exit Passes / Do Nows Teacher observation Class discussion	French: Bastille Day in France, varied language (i.e. Haitian Creole, Quebec French, Algerian/Tunisian variety influenced by Arabic, etc.) Spanish: Mexico: Day of the Dead; Puerto Rico: Day of San Juan; Christmas and New Year's traditions vary across countries Italian: importance of Saints and religion, etc. Discussion of foods and how they vary from the countries /languages studied
7. compare and contrast his/her own culture with those of French, Spanish and Italian-speaking countries. (5)	7.1.NM.A.1,3-5 7.1.NM.B.1 7.1.NM.C.1,4 8.1.8.A.4	<ul style="list-style-type: none"> • complete culminating project: select a country (either French or Spanish-speaking country or a region of Italy) to research according to specified criteria and compare with his/her own. 	See Appendix A for rubric and description	Students can choose to make a booklet, poster, PowerPoint, etc.

BIBLIOGRAPHY

SOURCES

New Jersey Core Curriculum Content Standards for Technological Literacy
New Jersey Core Curriculum Content Standards for World Languages
The American Council for the Teaching of Foreign Language: <http://www.actfl.org>
Foreign Language Educators of New Jersey: <http://www.flenj.org>
Standards for Foreign Language Learning in the 21st Century. National Standards in Foreign Language Education Project, 1999.

TEXTBOOKS

Sheeran, Joan G. and McCarthy, J. Patrick. *Exploring French/Spanish/Italian*. St. Paul, MN: EMC Paradigm, 2011
(There is a geography chapter in each book).

Cultural and geographical Information can also be gleaned from the following textbooks:

French: Valette, J.P. and Valette, R. *Discovering French*. Evanston, Illinois: McDougal Littell, 2007.
Italian: Sedunary, Michael, and Nancy Posterino. *Ecco!* Sydney i.e. Port Melbourne, Vic.: Pearson Heinemann, 2008.
Spanish: Palo Boyles, Peggy, et.al. *Realidades A*. Upper Saddle River, NJ: Pearson Education, 2011.

WEBSITES

French Websites:

French Culture for Children: <http://dinolingo.com/blog/2011/05/04/french-culture/#.VZ57oucTBVU>

Fun French Facts for Kids: <http://traveltips.usatoday.com/fun-french-kids-62442.html>

Countries with French as an official language: <http://libraryschool.libguidescms.com/french-speaking-countries>

Quiz Game: <http://www.jetpunk.com/quizzes/french-speaking-countries-quiz.php>

Spanish Websites:

Dia de los Muertos- <http://www.dayofthedead.com/>

Hispanic Heritage Month- <http://www.factmonster.com/hispanic-heritage-month/fun-stuff.html>

SSC Quizlet: <https://quizlet.com/6406979/capitals-of-ssc-flash-cards/>

SSC and Capitals Games- <http://www.quia.com/jg/65520.html>

<http://www.purposegames.com/game/spanish-speaking-countries-quiz>

More Geography games: [http://www.sheppardsoftware.com/South America Geography.htm](http://www.sheppardsoftware.com/South_America_Geography.htm)

Italian Websites:

Travel for kids (Italy)- <http://www.travelforkids.com/Funtodo/Italy/italy.htm>

Italy Geography- <http://www.kidport.com/reflib/worldgeography/italy/italy.htm>

Italy Facts- <http://www.factmonster.com/ipka/A0107658.html>

Italian Culture- <http://www.livescience.com/44376-italian-culture.html>

Italian Heritage- <http://www.italyheritage.com/>

All Languages - Extra Resources for all languages:

Kids National Geographic Website for looking up facts about countries being studied- <http://kids.nationalgeographic.com/explore/>

Extra Cultural Resources - <http://trampolinelearning.com/world-cultures-and-geography.html>

**APPENDIX A SAMPLE AUTHENTIC ASSESSMENT:
 CULMINATING PROJECT**

Explore a New Country

TASK: You are to design a Travel Poster or Brochure advertising your Country to draw in tourists. You may work in groups of 2-3. You will select a country and you must include pictures of **AT LEAST 6** of the following **REQUIREMENTS** with a written description:

REQUIREMENTS: Research and gather information about:

1. **Monuments**- any statues, fountains, and/or buildings.
2. **Landmarks**- any important rivers, national parks, mountains, or oceans.
3. **Fun Activities**- things to do or places to go.
4. **Festivals/Celebrations**- special festivities celebrated in any special city.
5. **Traditions**- customs/cultural activities celebrated in any particular city. May include clothing.
6. **Museums**- any museums to visit and where its located, city etc.
7. **Typical Foods**- what do they eat? Agriculture, typical dishes etc.
8. **Restaurants**- Any known famous restaurants a tourist would want to visit?



To research some of the information, go to:

1. BMS Home page, then
2. Click Media Center link (on the left side)
3. Click on Online Databases
4. Click on Culture Grams, then
5. For username and passcode enter: **jrauen**
6. Click on WORLD EDITION, then go to:
7. Select a Region or Country bar (upper left corner) and select your country.

Alternate Website: <http://kids.nationalgeographic.com/kids/places/> for more info about your country.

* **REMEMBER:** Make sure it's **NEAT, COLORFUL, CREATIVE** and of course **SPANISH/FRENCH/ITALIAN DESCRIPTIVE WORDS ARE WELCOMED!** You may use dictionaries or online websites. Construction paper, crayons, markers, glue, etc. will be provided in class

Name: _____ Period. _____ Date: _____

Tourist Travel Poster

RUBRIC

Criteria	Beginner	Proficient	Exemplary
Spelling/Grammar	You have many errors. More than 5	You have some errors. No more than 4.	Your project has few/no errors.
Information	Missing much descriptive and informative information about each picture and or fact about your country. Does not include location, name and a fact about the country. Missing/lacking detail.	Some descriptive and informative information about each picture and or fact about your country. May include a location, name or fact about the country with some detail.	Outstanding/very descriptive and informative information about each picture and fact about your country. Includes location, name and a fact about the country with great detail.
Categories	Your travel guide did not include 3 or more items under your requirements.	You left out 1-2 of the above items under your requirements.	You have included at least 6 or more of the information under your requirements.
Preparation	Travel guide is incomplete. Did not manage time allowed "wisely". Missing rubrics. Very disorganized. Did not follow project directions.	Well-organized, managed time "wisely"; travel guide is complete. Missing rubric. Followed directions.	Very well organized, made great use of time allowed in class; Travel guide is complete. Has rubric; Research, resources and graphics outstanding.

GRADE:


COMMENTS:

APPENDIX B SELF ASSESSMENT


WORK FOLDER SELF-REFLECTION


Date _____


TASK: _____

 Please explain, **in detail**, the assignment/task/project. What is it?

What was something (*spelling, appropriate verb endings, sentence variety, etc*) from a previous assignment that you wanted **to improve** (see question 4 on your previous work folder entry)? Did you successfully do so and how? (Please provide a concrete example from your work that illustrates the improvement).

 What did you do well on this task? Again, **be specific** (e.g., I made good use of previously learned and current vocabulary; I had no spelling errors; I had no mistakes with grammar (specify grammar according to current project—e.g., I always had correct verb endings)).

 What might you do differently next time to make it even better? Again, **be specific** (e.g., I will spend more time reviewing and proofreading to avoid careless spelling errors).

 Other comments. How does this project relate to a real world application (e. g., how do you foresee using what you learned on this project later in your travels or life experiences?) What did you like or dislike about this project?

**APPENDIX C NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
FOR WORLD LANGUAGES**

Content Area	World Languages		
Standard	7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	A. Interpretive Mode		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
Novice-Mid	<p>Linguistic:</p> <ul style="list-style-type: none"> 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>Cultural:</p> <ul style="list-style-type: none"> Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) 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: 	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.
		7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
		7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
		7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
		7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

	<p>home life, places in the community, activities within the community, and travel.)</p> <ul style="list-style-type: none">○ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)○ 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.)		
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Content Area	World Languages		
Standard	7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	B. Interpersonal Mode		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
Novice-Mid	<p>Linguistic: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases independently</i> to:</p> <ul style="list-style-type: none"> ○ Respond to learned questions. ○ Ask memorized questions. ○ State needs and preferences. ○ Describe people, places, and things. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) ○ Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) ○ 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 	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.
		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.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.
		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.

	<p>life, places in the community, activities within the community, and travel.)</p> <ul style="list-style-type: none">○ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)○ 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.)		
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Content Area	World Languages		
Standard	7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	C. Presentational Mode		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
Novice-Mid	<p>Linguistic: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases independently</i> to:</p> <ul style="list-style-type: none"> ○ Make lists. ○ State needs and preferences. ○ Describe people, places, and things. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) ○ Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) ○ 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: 	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.
		7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
		7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
		7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
		7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

	<p>home life, places in the community, activities within the community, and travel.)</p> <ul style="list-style-type: none">○ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)○ 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.)		
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**APPENDIX D NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR
TECHNOLOGY**

2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

Content Area		Technology	
Standard		8.1 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Understand and use technology systems.	8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	Select and use applications effectively and productively.	8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
		8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
		8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
		8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
9-12	Understand and use technology systems.	8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
	Select and use applications effectively and productively.	8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related for review.
		8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
		8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use

			mathematical or logical functions, charts and data from all worksheets to convey the results.
		8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
Content Area		Technology	
Standard		8.1 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		B. Creativity and Innovation: <i>Students demonstrate a creative thinking, construct knowledge and develop innovative products and process using technology.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
	Apply existing knowledge to generate new ideas, products, or processes.		
6-8	Create original works as a means of personal or group expression.	8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
9-12		8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
Content Area		Technology	
Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>	

Grade Level Bands	Content Statement Students will:	Indicator	Indicator
	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.		
6-8	Communicate information and ideas to multiple audiences using a variety of media and formats.	8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
9-12	Develop cultural understanding and global awareness by engaging with learners of other cultures. Contribute to project teams to produce original works or solve problems.	8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts,, and present ideas for feedback through social media or in an online community.

Content Area		Technology	
Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

	Demonstrate personal responsibility for lifelong learning.	8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
		8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
	Exhibit leadership for digital citizenship.	8.1.8.D.4	Assess the credibility and accuracy of digital content.
		8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
9-12	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
	Demonstrate personal responsibility for lifelong learning.	8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
		8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
	Exhibit leadership for digital citizenship.	8.1.12.D.4	Research and understand the positive and negative impact of one’s digital footprint.
		8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Content Area	Technology		
Standard	8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.		
Strand	E. Research and Information Fluency: <i>Students apply digital tools to gather, evaluate and use information.</i>		
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Plan strategies to guide inquiry.	8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

	<p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p> <p>Process data and report results.</p>		
9-12	<p>Plan strategies to guide inquiry.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p> <p>Process data and report results.</p>	8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
		8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
Content Area		Technology	
Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		F. Research and Information Fluency: <i>Students apply digital tools to gather, evaluate and use information.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Identify and define authentic problems and significant questions for investigation.	8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

	<p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p>		
9-12	<p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p>	8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.

Content Area		Technology	
Standard		8.2 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The characteristics and scope of technology.	8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new

			demands (i.e. telephone for communication – smart phone for mobility needs.)
	The core concepts of technology.	8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
		8.2.8.A.3	Investigate a malfunction in any part of a system and identify its impacts.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
		8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people and capital contribute to a technological product or system.
9-12	The characteristics and scope of technology.	8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, relate to the use of the innovation.
	The core concepts of technology.	8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	8.1.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.

Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
Strand	B. Technology Operations and Concepts: <i>Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.</i>		
Grade Level Bands	Content Statement Students will:	Indicator	Indicator

6-8	The cultural, social, economic and political effects of technology.	8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
		8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
	The effects of technology on the environment.	8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and/or experts.
		8.2.8.B.4	Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.
	The role of society in the development and use of technology.	8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
		8.2.8.B.6	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
	The influence of technology on history.	8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
9-12	The cultural, social, economic and political effects of technology.	8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political needs and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and

			identify their impact and how they may have changed to meet human needs and wants.
		B.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		C. Design: <i>The design process is a systematic approach to solving problems.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The attributes of design.	8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
		8.2.8.C.2	Explain the need for optimization in a design process.
		8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
	The application of engineering design.	8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.
		8.2.8.C.5	Explain the interdependence of a subsystem that operates as part of a system.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.
		8.2.8.C.7	Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.

		8.2.8.C.8	Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
9-12	The attributes of design.	8.2.12.C.1	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
	The application of engineering design.	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).
		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovations and experimentation in problem solving.	8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		D. Abilities: <i>Collaborate and apply a design process to solve a simple problem from everyday experiences.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator

6-8	Apply the design process.	8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
		8.2.8.D.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.
		8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
	Use and maintain technological products and systems.	8.2.8.D.4	Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.
	Assess the impact of products and systems.	8.2.8.D.5	Explain the impact of resource selection and the production process in the development of a common or technological product or system.
		8.2.8.D.6	Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.
9-12	Apply the design process.	8.2.12.D.1	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		8.2.12.D.2	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	8.2.12.D.3	Determine and use the appropriate resources [e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software] in the design, development and creation of a technological product or system.

	Assess the impact of products and systems.	8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		E. Computational Thinking: <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
9-12	Computational thinking and computer programming as tools used in design and engineering.	8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).