

STANDARD RESOURCES BASED ON CULTURAL CONTENT STATEMENTS

STARTING AT NOVICE-MID:	RESOURCE
<p>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.)</p>	<p>Classroom application documents Click on NM for all modes (Interpretive, Interpersonal, and Presentational). K-5 Communities for NM Travel Podcast 6-12 NM Unit 1a All About Me NM k-5 Unit 1b All About Me NM k-5 Unit 2a School Days NM k-5 Unit 2b School Days NM k-5 Unit 5a Celebrations NM k-5 Unit 5b Celebrations NM k-5</p> <p>Unit 1 All About Me NM 6-12 Unit 2 School Days NM 6-12 Unit 5 Celebrations NM 6-12</p> <p>Classroom application documents Click on NH for the presentational mode. Unit 5 Celebrations NH Unit 2 School Days NH</p> <p>Classroom application documents Click on IL for the interpretive mode.</p>
<p>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.)</p>	<p>Classroom application documents Click on NM for Presentational mode. K-12 Sing a Song NM Sports Safety 6-8 NM World Tourism 6-12 NM Friends of Teen Artists 9-12 NM</p> <p>Classroom application documents Click on NH for the presentational mode.</p>

	Classroom application documents Click on IL for the interpretive mode.
<p>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.)</p>	<p> Classroom application documents Click on NM for all modes (Interpretive, Interpersonal, and Presentational). Sports Safety 6-8 NM Unit 4b Food, Glorious Food NM k-5 Unit 4 Food, Glorious Food NM 6-12 Unit 4 Food, Glorious Food NH Classroom application documents Click on IL for the interpretive mode. </p>
<p>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.)</p>	<p> Classroom application documents Click on NM for Interpretive and Interpersonal modes. K-5 Communities for NM K-12 Sing a Song NM Travel Podcast 6-12 NM World Tourism 6-12 NM Unit 3a Home, Sweet Home NM k-5 Unit 3b Home, Sweet Home NM k-5 Unit 4a Food, Glorious Food NM k-5 Unit 4b Food, Glorious Food NM k-5 Unit 4 Food, Glorious Food NM 6-12 Unit 3 Home, Sweet Home NM 6-12 Unit 3 Home, Sweet Home NH Unit 4 Food, Glorious Food NH Classroom application documents Click on IL for the interpretive and presentational modes. </p>
<p>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.)</p>	<p> Classroom application documents Click on NM for all modes (Interpretive, Interpersonal, and Presentational). Classroom application documents Click on IL for the interpretive mode. </p>

<p>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.)</p>	<p>Classroom application documents Click on NM for Interpretive and Interpersonal modes. K-5 Communities for NM K-5 Puppet Show for NM Travel Podcast 6-12 NM World Tourism 6-12 NM Unit 6a Migratory Animals NM k-5 Unit 6b Migratory Animals NM k-5 Unit 7a Going Green! NM k-5 Unit 7b Going Green NM k-5 Unit 6 Migratory Animals NM 6-12 Unit 7 Going Green! NM 6-12</p> <p>Classroom application documents Click on IL for the interpretive mode.</p>
<p>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.)</p>	<p>Classroom application documents Click on NM for Interpretive mode. Friends of Teen Artists 9-12 NM Animal Migration K-5 NM Unit 6a Migratory Animals NM k-5 Unit 6b Migratory Animals NM k-5 Unit 7a Going Green! NM k-5 Unit 7b Going Green NM k-5 Unit 6 Migratory Animals NM 6-12 Unit 7 Going Green! NM 6-12</p> <p>Classroom application documents Click on NH for the interpersonal and presentational modes. The Monarch Butterfly unit NH</p> <p>Classroom application documents Click on IL for the interpretive mode.</p>
<p>STARTING AT NOVICE-HIGH:</p>	
<p>Immigration changes both the community of origin and the new community.</p>	<p>Classroom application documents Click on IL for the</p>

<p>(Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p>	<p>interpretive mode.</p>
<p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p>	<p>Classroom application documents Click on NH for the interpersonal mode. Going Green 4-6 NH School Life 5-8 NH Ecotourism 6-12 NH Where We Live 6-12 NH Urban Parks Unit NH</p> <p>Classroom application documents Click on IL for all modes (interpretive, interpersonal, and presentational).</p>
<p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p>	<p>Classroom application documents Click on NH for the interpersonal and presentational modes. Ecotourism 6-12 NH Unit 7 Going Green! NH</p> <p>Classroom application documents Click on IL for the interpretive mode.</p>
<p>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.)</p>	<p>Classroom application documents Click on NH for the interpersonal and presentational modes. Unit 6 Migratory Animals NH</p> <p>Classroom application documents Click on IL for the interpretive mode. Human Migration IL - IH</p>
<p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p>	<p>Classroom application documents Click on NH for the interpersonal and presentational modes.</p> <p>Classroom application documents Click on IL for the interpretive and presentational modes. Career Awareness 6-12 IL</p>
<p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but</p>	<p>21st Century Unit Healthy Me Classroom application documents Click on NH for the</p>

<p>are not limited to: likes/dislikes, pastimes schedules, and travel.)</p>	<p>interpretive mode. Unit 1 All About Me NH Unit 2 School Days NH</p> <p>Classroom application documents Click on IL for the interpretive mode.</p>
<p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p>	<p>21st Century Unit Healthy Me Classroom application documents Click on NH for the interpretive mode.</p> <p>Classroom application documents Click on IL for the interpretive mode.</p>
<p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p>	<p>21st Century Unit Healthy Me Classroom application documents Click on NH for the interpretive mode. Going Green 4-6 NH Unit 7 Going Green! NH</p> <p>Classroom application documents Click on IL for the interpretive mode. Classroom application documents Click on IL for the interpersonal mode.</p> <p>Kyoto Summit 10-12 IM</p>
<p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>	<p>Classroom application documents Click on NH for the interpretive and interpersonal modes. Ecotourism 6-12 NH</p> <p>Classroom application documents Click on IL for all modes (interpretive, interpersonal, and presentational).</p>
<p>STARTING AT INTERMEDIATE-HIGH:</p>	
<p>Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges</p>	<p>Carbon Footprint 10-12 IH</p>

<p>[e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p>	
<p>Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p>	
<p>Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p>	
<p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p>	
<p>Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers that may not yet exist. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p>	<p>Careers 10-12 IH</p>
<p>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>	