

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-High

UNIT #: 2

UNIT NAME: School Days

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials dealing with the role of school in the home and target cultures as found in electronic information sources and other texts.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NH.A.1 7.1.NH.A.6</p>
2	<p>Identify academic and social school activities as found in culturally authentic oral and written texts.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NH.A.4</p>
3	<p>Ask and respond to questions about the role of school in the home and target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NH.B.1 7.1.NH.B.4</p>
4	<p>Produce written texts and oral presentations to describe the role of school in the home and target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NH.C.2 7.1.NH.C.3</p>
5	<p>Compare and contrast the role of education by exploring school life in the home and target cultures.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NH.C.2 7.1.NH.C.5</p>

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Code #

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):

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 are not limited to: likes/dislikes, pastimes, schedules, and travel.)

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.)

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.4	Identify people, places, object, and activities in daily life based on oral or written description. This CPI supports Anchor Standards 1 2, & 3 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 Reading.
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.C.2	Create and present brief messages, poems, rhymes, songs, short plays or role plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.

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7.1.NH.C.5

Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<p>Students will know:</p> <ul style="list-style-type: none"> • The knowledge and skills that a 21st century graduate should possess and vocabulary associated with the P21 framework (See the following links: http://www.p21.org/overview http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf http://www.actfl.org/files/21stCenturySkillsMap/p21_worldlanguagesmap.pdf) • How school shapes one’s future as an individual, worker, productive citizen of the United States and a contributing member of the global society. • The structures necessary to: <ul style="list-style-type: none"> ○ Talk about the following topics in the present time frame: school, daily activities, and making plans to achieve personal and career goals ○ Give and respond to commands associated with school, daily activities and setting and meeting goals ○ Make comparisons • Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording) <p>It is understood that students at the NH level will have already mastered the following:</p> <ul style="list-style-type: none"> • School subjects • Classroom objects and furniture • School supplies • Activities associated with school • Ordinal numbers 	<ul style="list-style-type: none"> • Recognize previously learned words and phrases and determine the meaning of unknown words in highly contextualized culturally authentic materials related to the role of school. • Identify school activities of students in the target culture(s) as found in culturally authentic materials. • Identify the key ideas associated with the role of school as found in culturally authentic material from the target culture. • Ask questions related to the role of school with classmates and others using digital tools and face-to-face communication. • Answer questions related to the role of school with classmates and others using digital tools and face-to-face communication. • Ask questions about preferences and opinions related to the role of school. • Answer questions about preferences and opinions related to the role of school. • Describe orally and in writing people and things from the school environment. • Compare and contrast the role of education in the home and target cultures.

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- Question words
- Numbers for telling time
- Expressions associated with telling time (i.e. morning, afternoon, evening)
- The structures necessary to:
 - Express time
 - Ask memorized questions related to school activities in the present time frame
 - Answer simple questions related to school activities in the present time frame
- Some cultural products related to school
- Some cultural practices related to school

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore the role of education in the home and target culture(s) by comparing and contrasting education in both 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 video/audio texts such as school websites, blogs, educational articles, and student commentary that focus on the role of education.

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 questions related to the role of education.

Presentational:

They use sentence level discourse to compare and contrast the role of education in both cultures while exploring the cultural products and practices associated with education.

SLO #

Can-Do Statements aligned to the SLOs

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1

Interpretive Reading:

I can identify key words and phrases in short readings (e.g. a blog dealing with education, a description found on a school website) dealing with how schooling prepares students for their future.

I can determine the main idea in short readings (e.g. a blog dealing with education, a description found on a school website) dealing with how schooling prepares students for their future.

I can recognize other key ideas in short readings (e.g. a blog dealing with education, a description found on a school website) dealing with how schooling prepares students for their future.

2

Interpretive Listening:

I can listen to students from the target culture describe a typical school day to:

- a. Identify the activities that are mentioned.
- b. Determine which activities we share in common.

Interpretive Reading:

I can interpret a culturally authentic written text (e.g. an article from a culturally authentic children's magazine, a children's book dealing with school, an advertisement for a school) to:

- a. Identify the activities that are mentioned.
- b. Determine which activities we share in common.

3

Interpersonal:

I can do use digital tools and face-to-face communication to:

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- a. Ask my classmates and members of the target culture simple questions (yes/no, either or and short response) about how schooling prepares students for their future based on something we have listened to or read.
- b. Answer simple questions about how schooling prepares students for their future by recombining information I have listened to or read.

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...?).

4

Presentational:

I can use simple sentences to describe how schooling in the United States prepares students for their future.

I can use simple sentences to describe how schooling in the target culture prepares students for their future based on texts I have listened to and read and exchanges I have had with my peers in the target culture.

I can use simple sentences to create a multimedia rich presentation that contains both written and oral text to describe schooling in both cultures.

5

Presentational:

I can use simple sentences by recombining information I learned from readings and short video clips to compare and contrast schooling in the United States and the target culture.

I can use simple sentences to talk about and write about the skills needed to be successful in the 21st century and how those skills are similar or different in both cultures.