

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: World Languages	Novice-High	UNIT #: 3	UNIT NAME: Home, Sweet Home
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Recognize previously learned words and phrases and determine the meaning of unknown words related to the community in the home and target culture as found in highly contextualized, age- and level- appropriate culturally authentic texts.</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NH.A.1
2	<p>Identify characteristics of the home and target culture communities as found in culturally authentic materials.</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NH.A.4
3	<p>Identify the main idea and other significant ideas associated with how people live in a community as found in age- and level- appropriate culturally authentic material from the target culture.</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NH.A.6
4	<p>Use digital tools and face-to-face communication to ask and answer questions regarding how people from linguistically and culturally diverse communities live, work, and socialize.</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NH.B.1 7.1.NH.B.4
5	<p>Create a multi-media rich presentation comparing how people live, work, and socialize in the home and target cultures showing how the community and cultural products and practices impact life, work, and socialization.</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.5
Code #	CCSS and/or NJCCCS	

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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:

- a. Handle simple transactions related to everyday life:

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- Express needs.
- Give reasons.
- Express an opinion and preference.
- Request and suggest.

Cultural Content Statement(s):

Many products and practices related to 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.)

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 & 4 CCSS-ELA Reading.
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions 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 Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standards 4, 5 & 6 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 CCSS-ELA Writing and Anchor Standard 4 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. This CPI supports Anchor Standards 4 & 5 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

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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.

This CPI supports Anchor Standards 4 & 5 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?
<ul style="list-style-type: none"> • Adjectives to describe different types of communities e.g. neighborhood, city, town, urban, suburban, rural • Places in the community e.g. bank, library, supermarket, etc. • Activities that occur in various places of the community • Structures necessary: <ul style="list-style-type: none"> ○ to tell where places in the community are located ○ to describe how people live, work, and socialize in the community • Communication strategies (asking for clarification, using circumlocution, expressing lack of understanding) <p>The Following items have already been assessed in previous units and are being recycled in this unit:</p> <ul style="list-style-type: none"> • Comparative expressions • Expressions of likes and dislikes • Pastime activities • Weather • Family members 	<ul style="list-style-type: none"> • Recognize previously learned words and phrases related to places in the community as found in highly contextualized culturally authentic materials. • Determine the meaning of unknown words related to places in the community as found in highly contextualized culturally authentic materials. • Identify characteristics of communities as found in age- and level-appropriate culturally authentic materials. • Identify the main idea and other significant ideas associated with communities as found in culturally authentic materials. • Ask and answer questions related to how people from linguistically and culturally diverse communities live, work, and socialize using digital tools and face-to-face communication. • Compare and contrast how people from linguistically and culturally diverse communities live, work, and socialize. • Recombine previously learned material orally and in writing to compare how people live, work, and socialize in the home and target cultures showing how the community and cultural products and practices impact life, work, and socialization.

UNIT DESCRIPTION

Students explore how people live, work, and socialize in a community is influenced by cultural products and practices and consider which characteristics of a community are shared across cultures. They compare and contrast their community with communities from the target culture(s).

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Interpretive:

They interpret authentic written and audio/video texts such as advertisements, blogs, short articles, and short clips from sites such as YouTube that focus on the home and target culture communities.

Interpersonal:

They engage in short unscripted/unrehearsed conversations with classmates, the teacher, and members of the target culture community in which they ask and respond to questions related to linguistically and culturally diversity within the home and target culture communities.

Presentational:

They use sentence level discourse to compare and contrast how people from linguistically and culturally diverse communities in the home and target culture communities live, work, and socialize.

SLO #	Can Do Statements aligned to the SLOs
1	<p><u>Interpretive Listening:</u></p> <p>I can listen to a video clip that contains information about communities (e.g. places in the community, types of residences, and activities that take place there) and:</p> <ul style="list-style-type: none">a. Identify words and phrases that I've learned.b. Determine the meaning of unknown words when the text also contains an explanation or definition of the unfamiliar words. <p><u>Interpretive Reading:</u></p>

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When reading short texts dealing with information about communities (e.g. places in the community, types of residences, and activities that take place there) I can:

- a. Identify words and phrases that I've learned.
- b. Determine the meaning of unknown words when the text also contains an explanation or definition of the unfamiliar word.

2

Interpretive Listening:

I can listen to a short authentic video clip that contains information about communities (e.g. places in the community, types of residences, and activities that take place there) and recognize characteristics associated with my community and the community where the language I am learning is spoken.

Interpretive Reading:

When reading short authentic texts dealing with information about communities (e.g. places in the community, types of residences, and activities that take place there) I can recognize characteristics associated with my community and the community where the language I am learning is spoken.

3

Interpretive Listening:

I can listen to a short authentic video clip that contains information about communities (e.g. places in the community, types of residences, and activities that take place there) and:

- a. Identify the main idea.
- b. Recognize other important ideas.

Interpretive Reading:

When reading short authentic texts dealing with information about communities (e.g. places in the community, types of

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	<p>residences, and activities that take place there) I can:</p> <ol style="list-style-type: none">Identify the main idea.Recognize other important ideas.
4	<p><u>Interpersonal:</u></p> <p>I can ask classmates and others simple questions related to communities (e.g. places in the community, types of residences, and activities that take place there) using digital tools and face-to-face communication.</p> <p>I can answer simple questions related to communities (e.g. places in the community, types of residences, and activities that take place there) using digital tools and face-to-face communication</p> <p>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).</p> <p>I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say).</p>
5	<p>I can create a multi-media presentation in which I recombine words, phrases and sentences to:</p> <ol style="list-style-type: none">Compare and contrast how people live, work, and socialize in my community and the community where the language I am studying is spoken.Show how the community is a reflection of the cultures of the people living there (e.g. what they do, things they own, how their homes are built).