

## NJDOE MODEL CURRICULUM

**CONTENT AREA:** World Languages    **Novice-High**    **UNIT #: 5**    **UNIT NAME: Celebrations!**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
<b>1</b>	<p>Demonstrate comprehension of short conversations and brief written messages about the celebration of milestone events.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NH.A.5
<b>2</b>	<p>Identify the main idea and other significant ideas in reading from age and level-appropriate culturally authentic materials that address the celebration of milestone events in the target culture(s).</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NH.A.6
<b>3</b>	<p>Give and follow oral or written directions for performing an authentic cultural activity associated with a milestone celebration.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NH.B.2
<b>4</b>	<p>Use digital tools to ask and answer questions by recombining memorized words, phrases, and sentences related to milestone events in the target culture(s).</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NH.B.1 7.1.NH.B.4
<b>5</b>	<p>Recombine words, phrases, and sentences to create a multi-media rich presentation that compares and contrasts milestone celebrations in the home and target cultures.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1NH.C.1

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**Novice-High**

UNIT #: **5**

UNIT NAME: **Celebrations!**

**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):**

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.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics. <b>This CPI supports Anchor Standards 1, 2, &amp; 3 CCSS-ELA Reading.</b>
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials. <b>This CPI supports Anchor Standards 1, 2, &amp; 3 CCSS-ELA Reading.</b>
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. <b>This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking &amp; Listening.</b>
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations. <b>This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking &amp; Listening.</b>
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. <b>This CPI supports Anchor Standards 4, 5, &amp; 6 CCSS-ELA Writing and Anchor Standards 4, 5 &amp; 6 CCSS-ELA Speaking &amp; Listening.</b>

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<b>CONCEPTS</b> <b>WHAT DO STUDENTS NEED TO KNOW?</b>	<b>SKILLS</b> <b>WHAT DO STUDENTS NEED TO BE ABLE TO DO?</b>
<ul style="list-style-type: none"> <li>• Vocabulary associated with celebrations that mark important milestone events within the target culture(s)</li> <li>• The structures necessary to:                             <ul style="list-style-type: none"> <li>○ Express comparisons</li> <li>○ Express superlatives</li> <li>○ Describe cultural celebrations in the present time frame</li> </ul> </li> <li>• The products and practices that individuals and families in the target culture(s) use when celebrating milestone events</li> <li>• Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)</li> </ul> <p>It is understood that students at the NH level will have already mastered the following:</p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Clothing</li> <li>• Names of authentic holidays</li> <li>• Seasons</li> <li>• Structures needed to:                             <ul style="list-style-type: none"> <li>○ Describe typical holidays</li> <li>○ Describe activities that take place during holiday celebrations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate comprehension of short conversations and brief messages dealing with celebration of milestone events within the target culture(s).</li> <li>• Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials dealing with celebrations of milestone events within the target culture(s).</li> <li>• Use digital tools to ask and answer questions related to celebrations that mark important milestone events within the home and target cultures.</li> <li>• Give and follow a series of directions related to a cultural celebration.</li> <li>• Ask and respond to questions, make requests, and express preferences related to celebrations of milestone events within the target culture(s)</li> <li>• Recombine basic information at the word and sentence level to create a multi-media presentation that compares and contrasts celebrations of milestone event(s) in the home and target culture(s).</li> </ul>
<b>UNIT DESCRIPTION</b>	
<p>Students use the target language in the three modes of communication to explore milestone events as celebrated in the target culture and compare and contrast them to similar celebrations in the home culture. (Assessment of the interpretive mode may be in English; however, the text is always in the</p>	

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target language.)

**Interpretive:**

They interpret authentic written and video/audio texts such as magazine articles, newspaper articles, and short video clips that focus on the celebration of milestone events in the target culture(s).

**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 question related to the celebration of milestone events.

**Presentational:**

They use written and oral sentence discourse to compare and contrast how milestone events are celebrated in the home and target cultures.

SLO #	Can Do Statements aligned to the SLOs
<b>1</b>	<p><b><u>Interpretive Listening:</u></b></p> <p>I can listen to a video clip that contains information about celebrations of milestone events (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) and</p> <ul style="list-style-type: none"> <li>a. Identify key words and phrases.</li> <li>b. Determine how the milestone events are similar to and different from those in my culture.</li> </ul> <p><b><u>Interpretive Reading:</u></b></p> <p>When reading short texts dealing with celebrations of milestone events (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) I can:</p>

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a. Identify key words and phrases.

b. Determine how the milestone events are similar to and different from those in my culture.

**2**

**Interpretive Listening:**

I can listen to a short authentic video clip that contains information about celebrations of milestone events (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) and

a. Identify the main idea.

b. Recognize other key ideas.

**Interpretive Reading:**

When reading short authentic texts dealing with celebrations of milestone events (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating)

I can:

a. Identify the main idea.

b. Recognize other key ideas.

**3**

**Interpersonal:**

I can give directions for participating in a cultural activity (e.g. how to perform a dance, how to play a game) and I can answer questions from my classmates and members of the target culture when they don't understand my directions.

I can follow directions for participating in a cultural activity (e.g. how to perform a dance, how to play a game) and ask for clarification when I do not understand (e.g. please repeat, I don't understand, did you say).

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**4**

**Interpersonal:**

I can ask classmates and others simple questions related to a milestone event (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) using digital tools and face-to-face communication.

I can answer simple questions related to a milestone event (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) using digital tools and face-to-face communication.

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 compare and contrast a milestone celebration (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) in my culture and the target culture.