

## NJDOE MODEL CURRICULUM

**CONTENT AREA:** World Languages    **Novice-Mid 6-12**    **UNIT #: 2**    **UNIT NAME:** School Days

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCS
1	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life, schedules, and classroom activities.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.4
2	Use physical response to demonstrate understanding of classroom routines.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NM.A.2
3	Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NM.B.1 7.1.NM.B.4
4	Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NM.C.1 7.1.NM.C.4

**Code #**

**New Jersey Core Curriculum Content Standards for World Languages**

**Linguistic Content Statements**

**Interpretive:**

The Novice-Mid language learner understands and communicates at the **word** level and can independently identify and recognize *memorized*

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*words and phrases* that bring meaning to text.

### **Interpersonal:**

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

### **Presentational:**

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

### **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.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. <b>This CPI supports Anchor Standards 1, 2 &amp; 3 CCSS-ELA Reading.</b>
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. <b>This CPI supports Anchor Standard 1 CCSS-ELA Reading.</b>
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions. <b>This CPI supports Anchor Standards 1, 2, &amp; 3 CCSS-ELA Reading.</b>
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.

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	<b>This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking &amp; Listening.</b>
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. <b>This CPI supports Anchor Standard 1 CCSS-ELA Speaking &amp; Listening.</b>
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 <b>This CPI supports Anchor Standards 4, 5 &amp; 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking &amp; Listening.</b>
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing. <b>This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking &amp; Listening.</b>

<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>• School subjects</li> <li>• Classroom objects and furniture</li> <li>• School supplies</li> <li>• Activities associated with school</li> <li>• Ordinal numbers</li> <li>• Question words</li> <li>• Numbers for telling time</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Expressions associated with telling time (i.e. morning, afternoon, evening)</li> <li>• The structures necessary to:               <ul style="list-style-type: none"> <li>○ Express time</li> <li>○ Ask memorized questions related to school activities in the present time frame</li> <li>○ Answer simple questions related to school activities in the present time frame</li> </ul> </li> <li>• Cultural products related to school</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture.</li> <li>• Demonstrate understanding of commands related to school routine.</li> <li>• Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts.</li> <li>• Ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.</li> <li>• Answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.</li> <li>• Inquire about preferences related to school.</li> <li>• Respond to questions about preferences related to school.</li> <li>• Compare school life in the home and target culture(s).</li> </ul>

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- Cultural practices related to school

The following items have already been assessed in Unit 1 and are being recycled in this unit:

- The structures necessary to:
  - Express likes or dislikes
  - Give and respond to commands (as memorized chunks)
  - Indicate location

### UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. (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 blogs, school websites, advertisements for 'back to school' sales, stories, and short video clips that focus on school life 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 questions related to school life.

#### **Presentation:**

They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s).

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SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
<b>1</b>	<p><b>The expectations for 6-12 are for both listening and reading.</b></p> <p><b><u>Interpretive Listening:</u></b></p> <p>I can understand when someone describes things found in a school.</p> <p>I can understand when someone talks about their school day.</p> <ul style="list-style-type: none"><li>a. I can identify the time a class starts and finishes.</li><li>b. I can identify the order of classes during the school day.</li><li>c. I can identify the favorite and least favorite teacher and class.</li><li>d. I can determine how my school day and the school day of a student in the target culture are similar and different.</li></ul> <p>I can recognize common school and classroom activities when someone is describing what they do during the school day.</p> <p><b><u>Interpretive Reading:</u></b></p> <p>I can understand short readings (e.g. back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school.</p> <p>I can interpret a school schedule.</p> <ul style="list-style-type: none"><li>a. I can identify the time a class starts and finishes.</li><li>b. I can identify the order of classes during the school day.</li></ul>

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	<p>c. I can determine which days of the week certain classes meet.</p> <p>d. I can determine how my schedule and the schedule of a student the target culture are similar and different.</p> <p>I can recognize common school and classroom activities as found in brief written descriptions of a typical school day in the target culture.</p>
<b>2</b>	<p><b><u>Interpretive Listening:</u></b></p> <p>I can follow routine classroom directions given by my teacher orally (e.g. take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, clear your desks).</p> <p><b><u>Interpretive Reading:</u></b></p> <p>I can follow routine classroom directions written by my teacher or others (e.g. take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, clear your desks).</p>
<b>3</b>	<p><b><u>Interpersonal:</u></b></p> <p>I can use digital tools and face-to-face communication to:</p> <ul style="list-style-type: none"> <li>a. Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.</li> <li>b. Answer simple questions (yes/no, either/or, and short response) about things found in a school and classroom.</li> <li>c. Ask simple, memorized questions (yes/no, either/or, and short response) about a classmate’s schedule or the schedule of a student from the target culture.</li> <li>d. Answer simple questions (yes/no, either/or, and short response) about my schedule or the schedule of a student from the target culture.</li> </ul>

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- e. Ask simple, memorized questions (yes/no, either/or, and short response) about what my classmates and peers in the target culture do during school hours.
- f. Answer simple questions (yes/no, either/or, and short response) about what I do and what peers in the target culture do during the school day.

**4**

**Presentational: Speaking and Writing - The expectations for 6-12 are for both speaking and writing.**

I can use words, phrases, and memorized sentences to describe school life in the United States (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).

I can use words, phrases, and memorized sentences to describe school life in the target culture based on information gathered from readings, short audio/video clips, and interactions with my peers in the target culture (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).

I can use words, phrases, and memorized sentences to create a multimedia rich presentation that compares school life in both cultures.