

## NJDOE MODEL CURRICULUM

CONTENT AREA: **World Languages**    Novice-Mid K-5    UNIT #: **2-a**    UNIT NAME: **School Days**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
<b>1</b>	Skim and scan target language authentic materials to identify classroom items and furniture and their location.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NM.A.4
<b>2</b>	Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NM.A.2
<b>3</b>	Ask and respond to memorized questions about classroom items and furniture and their location within the classroom.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NM.B.4 7.1.NM.B.5
<b>4</b>	Produce a written or oral text that compares a classroom in the United States with a classroom in the target culture using information found in age- and level-appropriate culturally authentic materials.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NM.C.3 7.1.NM.C.4

Code #	New Jersey Core Curriculum Content Standards for World Languages
<b><u>Linguistic Content Statements</u></b>	
<b><u>Interpretive:</u></b> The Novice-Mid language learner understands and communicates at the <b>word</b> level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.	

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### **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.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.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.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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**This CPI supports Anchor 1 CCSS-ELA Speaking & Listening.**

7.1.NM.C.3	Describe in writing people and things from the home and school environment.
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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>
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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>Classroom objects and furniture</li> <li>School supplies</li> <li>Cultural products related to school</li> <li>Cultural practices related to school</li> </ul> <p>The following items have already been assessed in Unit 1 and are being recycled in this unit:</p> <ul style="list-style-type: none"> <li>The structures necessary to:                             <ul style="list-style-type: none"> <li>Express likes or dislikes</li> <li>Give and respond to commands (as memorized chunks)</li> <li>Expressions used to indicate location</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify school supplies found in written and oral text.</li> <li>Demonstrate understanding of commands associated with classroom items.</li> <li>Tell where things and people in the classroom are located.</li> <li>Compare an American classroom with one in the target culture.</li> </ul>

### UNIT DESCRIPTION

Students use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:**

They interpret authentic written and/or video/audio texts that contain classroom supply lists, ads for ‘back-to-school’, school maps, and descriptions of classrooms in the target culture(s).

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**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 classroom objects and classroom setup.

**Presentational:**

They use lists, chunks of language, and memorized phrases in to describe their classroom and compare it with one in the target culture.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
<b>1</b>	<p><b>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</b></p> <p><b><u>Interpretive Listening:</u></b></p> <p>I can understand when someone describes things found in a school such as classroom items and furniture, and their location.</p> <p><b><u>Interpretive Reading:</u></b></p> <p>I can understand short readings (back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school such as classroom items, furniture, and school supplies.</p>
<b>2</b>	<p><b><u>Interpretive Listening:</u></b></p> <p>I can draw a picture of a classroom based on an oral description given by my teacher.</p> <p>I can place pictures of classroom items on a drawing of a school based on an oral description given by my teacher.</p> <p><b><u>Interpretive Reading:</u></b></p> <p>I can draw a picture of a classroom based on a written description.</p>

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I can place pictures of classroom items on a drawing of a school based on a written description.

**3**

**Interpersonal:**

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

- a. Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.
- b. Answer simple questions (yes/no, either/or, and short response) about things found in my school and classroom.

**4**

**Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.**

I can use words, phrases, and memorized sentences to compare my classroom with a classroom in the target culture by comparing pictures from both cultures.