

NJDOE MODEL CURRICULUM

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| CONTENT AREA: World Languages | Novice-Mid K-5 | UNIT #: 2-b | UNIT NAME: School Days |
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| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING CCSS/NJCCCS |
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| 1 | <p>Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information related to a typical school day in the target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p> | <p>7.1.NM.A.1 7.1.NM.A.4</p> |
| 2 | <p>Use physical response to demonstrate understanding of classroom routines.</p> <p>Click here for the “Can-Do” Statement.</p> | 7.1.NM.A.2 |
| 3 | <p>Ask and respond to memorized questions about a typical school day using digital tools and face-to-face communication through the target language.</p> <p>Click here for the “Can-Do” Statement.</p> | <p>7.1.NM.B.1 7.1.NM.B.5</p> |
| 4 | <p>Produce a multimedia rich presentation that compares school life in the home and target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p> | <p>7.1.NM.C.1 7.1.NM.C.3</p> |

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

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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.)

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| 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. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. This CPI supports Anchor Standard 1 CCSS-ELA Reading. |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading. |
| 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. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening. |

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| 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. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening. |
| 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. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening. |
| 7.1.NM.C.3 | Describe in writing people and things from the home and school environment. |

| CONCEPTS WHAT DO STUDENTS NEED TO KNOW? | SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO? |
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| <ul style="list-style-type: none"> • School subjects • Activities associated with school • Days of the week • Months of the year • Ordinal numbers • Question words • Numbers for telling time • Expressions associated with telling time (i.e. morning, afternoon, evening) • The structures necessary to: <ul style="list-style-type: none"> ○ Express time ○ Ask memorized questions related to school activities in the present time frame ○ Respond to simple questions related to school activities in the present time frame <p>Unit 2b follows Unit 2a. It is understood that students will have already mastered the following:</p> | <ul style="list-style-type: none"> • Interpret a school schedule to identify classes and time. • Identify extra-curricular activities typical in the target culture. • Ask memorized questions related to school life. • Answer simple questions related to school life. • Express likes and dislikes related to academic and social aspects of school life. • Describe a typical school day. • Compare school life in the target culture(s) with school life in the U.S. |

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CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 2-b

UNIT NAME: School Days

- Classroom items and furniture
- School supplies
- Cultural practices related to school
- Singular and plural forms of nouns and articles

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)
 - Expressions used to 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, 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/or 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.

Presentational:

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 |
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| 1 | <p>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.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand when someone talks about their school day.</p> <ul style="list-style-type: none"> a. I can identify the time school starts and finishes. b. I can identify the subjects that students study during the school day. c. I can identify the favorite and least favorite teacher and class. d. I can determine how my school day and the school day of a student in the target culture are similar and different. <p>I can recognize common school and classroom activities when someone is describing what they do during the school day.</p> <p><u>Interpretive Reading:</u></p> <p>I can understand brief, written messages about a school day in the target culture.</p> <ul style="list-style-type: none"> a. I can identify the time school starts and finishes. b. I can identify the favorite and least favorite teacher and class. c. I can identify the subjects that students study during the school day. d. I can determine how my school day and the school day of a student in the target culture are similar and |

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| | <p>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> |
| 2 | <p><u>Interpretive Listening:</u></p> <p>I can follow routine classroom directions given by my teacher orally such as take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, and clear your desks.</p> <p><u>Interpretive Reading:</u></p> <p>I can follow routine classroom directions written by my teacher or others such as take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, and clear your desks.</p> |
| 3 | <p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p> <ul style="list-style-type: none"> a. Ask simple, memorized questions (yes/no, either/or, and short response) about a classmate’s school day or the school day of a student from the target culture. b. Answer simple questions (yes/no, either/or, and short response) about my school day or the school day of a student from the target culture. a. 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. b. 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 | <p><u>Presentational: Speaking and/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with</p> |

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limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.

I can use technology and words, phrases, and memorized sentences to:

- a. Tell how I spend my school day
- b. Tell how my peers in the target culture spend their school day
- c. Compare how our school day is similar and different