

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages **Novice-Mid K-5** **UNIT #: 3-a** **UNIT NAME:** Home, Sweet Home

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, and common household items.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.A1 7.1.NM.A.4 7.1.NM.A.5</p>
2	<p>Skim and scan culturally authentic texts to identify cultural products and practices related to home life.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.A.3</p>
3	<p>Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home using digital tools and face-to-face communication in the target language.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.B.1 7.1.NM.B.4</p>
4	<p>Create a multimedia rich presentation to compare homes in the home and target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.C.1</p>
5	<p>Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home and its contents in the target culture.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.C.4</p>

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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 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):

Many products and practices related to home and 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.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

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	This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
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.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 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.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 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.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 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"> • Types of furniture found in the home • Names of rooms in the home • Common household items used in each room • Characteristics of a home • The structures necessary to: <ul style="list-style-type: none"> ○ Describe homes ○ Describe the contents of homes • Memorized and frequently practiced questions related to: <ul style="list-style-type: none"> ○ Rooms in the home ○ Location of items in the home 	<ul style="list-style-type: none"> • Identify furniture and items in a home as found in authentic materials from an electronic information source. • Identify furniture and items in a home as found in videos of home tours from authentic electronic sources and advertisements for homes on the market. • Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools. • Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture)

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The following items have already been assessed in previous units and are being recycled in this unit:

- The structures necessary to:
 - State a preference or an opinion
 - Express like and dislike
 - Indicate location
 - Give and respond to commands (as memorized chunks)

using digital tools.

- Compare homes in the target and home cultures.
- Create a tour of a home from the target culture.
- Create multimedia rich visual representation of one's home or a home representative of the home culture.
- Retell highlights from an authentic video or simple written text that includes description of the home and its contents.

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different by examining the design and contents of homes. (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 news-clips, real estate advertisements, and short video clips that focus on home tours and descriptions of items in a home.

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 homes and items found in homes.

Presentational:

They use lists, chunks of language and memorized phrases to describe the rooms and items in their homes.

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SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
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>Presentational:</u> 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.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand basic information when someone talks about their home.</p> <ul style="list-style-type: none"> a. I can recognize the names of the rooms. b. I can recognize the names of furniture. c. I can match pictures based on oral descriptions of a home (color, size, location of items). d. I can draw a picture based on oral descriptions of a home (color, size, location of items). e. I can draw a picture of someone’s favorite room based on an oral description. <p><u>Interpretive Reading:</u></p> <p>I can understand some basic information related to home (colors, size, rooms, furniture, and location of furniture) as found on culturally-authentic real estate websites and on-line home tours.</p>
2	<p><u>Interpretive Listening:</u></p> <p>I can compare a home in my community with ones in the target culture and identify commonalities and differences.</p> <p><u>Interpretive Reading:</u></p>

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	I can compare a home in my community with ones in the target culture and identify commonalities and differences.
3	I can ask memorized questions (yes/no, either/or and short response) related to the description of the home. I can answer simple questions (yes/no, either/or and short response) related to the description of the home.
4	<u>Presentational:</u> Speaking and/or Writing - The expectations for 6-12 are for both speaking and writing. The focus for K-5 is more on speaking in the presentational mode with limited emphasis on writing. For K-5, the sample assessments of the SLOs will only be provided for speaking. I can use technology and words, phrases, and memorized sentences to compare my home with homes in the target culture.
5	<u>Presentational:</u> I can use words, phrases, and memorized sentences to describe a home from the target culture based on a text that includes: <ul style="list-style-type: none">a. Rooms typically found in the homeb. Furniture and other items commonly found in different rooms