

NJDOE MODEL CURRICULUM

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

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify household chores. Click here for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.4 7.1.NM.A.5
2	Skim and scan culturally authentic texts to identify cultural products and practices related to chores. Click here for the “Can-Do” Statement.	7.1.NM.A.3
3	Ask and respond to memorized questions about the chores that are typically done using digital tools and face-to-face communication in the target language. Click here for the “Can-Do” Statement.	7.1.NM.B.1 7.1.NM.B.4
4	Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of chores performed in the target culture(s). Click here for the “Can-Do” Statement.	7.1.NM.C.4

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

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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):

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. 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.

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	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"> • Common household chores • Memorized and frequently practiced questions related to distribution of chores <p>Unit 3b follows Unit 3a. It is understood that students will have already mastered the following:</p> <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 chores as found in authentic materials from an electronic information source. • Ask memorized questions related to chores using digital tools. • Respond to simple questions related to chores using digital tools. • Use memorized language to express preferences related to the division of household chores. • Create a multimedia rich visual representation related to chores. • Compare common household chores in the home culture with common household chores in the target culture(s). • Retell highlights from an authentic video or simple written text that includes description of chores. • Identify culturally specific chores.

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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

UNIT DESCRIPTION

Students explore how household chores and the distribution of them in the home and target culture are similar and different.

Interpretive:

They interpret authentic written and/or video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on household chores.

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 household chores.

Presentational:

They use lists, chunks of language and memorized phrases to compare how chores are shared in the home and target cultures.

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>Interpretive Listening:</u></p>

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	<p>I can understand basic information when someone talks about household chores.</p> <ul style="list-style-type: none"> a. I recognize the names of common household chores. b. I can determine household chores one likes to do and doesn't like to do. c. I can determine who does which chores.
	<p><u>Interpretive Reading:</u></p> <p>I can identify who does which chores by interpreting surveys dealing with household chores.</p>
2	<p><u>Interpretive Listening:</u></p> <p>I can compare things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.</p> <p><u>Interpretive Reading:</u></p> <p>I can compare things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.</p>
3	<p><u>Interpersonal:</u></p> <p>I can ask memorized questions (yes/no, either/or, and short response) related to who is responsible for some household chores.</p> <p>I can answer simple questions (yes/no, either/or, and short response) related to who is responsible for some household chores.</p>
4	<p><u>Presentational: Speaking and/or Writing</u> – 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>I can list or identify household chores commonly done by members of the target culture based on information I have listened to or read.</p>

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