

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 5-a	UNIT NAME: Celebrations
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations. Click here for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.4
2	Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures. Click here for the “Can-Do” Statement.	7.1.NM.B.4 7.1.NM.B.5
3	Dramatize an authentic song or recite a poem associated with a target culture celebration. Click here for the “Can-Do” Statement.	7.1.NM.C.2 7.1.NM.C.5

Code #	New Jersey Core Curriculum Content Standards for World Languages
	<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> <p><u>Interpersonal:</u> The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> ○ Respond to learned questions. ○ Ask memorized questions. ○ State needs and preferences.

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- 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. This CPI supports Anchor Standards 1, 2, & 3 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.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.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.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> • Family members 	<ul style="list-style-type: none"> • Identify culture-specific holidays, as found in culturally

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- Clothing
- Names of authentic holidays and celebrations
- Seasons
- Structures needed to:
 - Ask and answer questions related to family members
 - Ask and answer questions related to clothing and preferences
 - Ask and answer questions related to when holidays and celebrations occur

The following items have been previously assessed and are being recycled in this unit:

- How people greet and take leave in a target culture(s)
- Pastime activities
- Food
- Days of the week
- Months of the year
- Colors
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe

authentic video/audio/written texts.

- Recognize names of family members as found in culturally authentic video/audio/written texts.
- Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations.
- Ask memorized questions related to family members.
- Answer simple questions related to family members.
- Ask memorized questions related to clothing.
- Answer simple questions related to clothing.
- Ask memorized questions related to celebrations in the home and target cultures.
- Answer simple questions related to celebrations in the home and target cultures.
- Perform a culturally authentic song/poem associated with a particular target culture celebration.
- State likes, dislikes, and preferences related to clothing.
- Describe clothing.
- Describe family members.

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore cultural celebrations in the home and target cultures focusing on who celebrates what, when, and with whom. They examine the relationship between dress and specific celebrations. (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 related to celebrations (invitations, and posters, radio/television/newspaper

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advertisements).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target cultures.

Presentational:

They use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.

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> <p>I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in short audio/video clips dealing with a cultural celebration such as a birthday party, holiday celebration, and a community celebration.</p> <p><u>Interpretive Reading:</u></p> <p>I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in written text dealing with a cultural celebration such as a party invitation and a schedule of events for celebration.</p>
2	<p><u>Interpersonal:</u></p> <p>I can ask memorized questions (yes/no, either/or, and short response) related to:</p> <ul style="list-style-type: none"> a. The type of celebration b. When an event takes place

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- c. Where an event takes place
- d. Who is invited to/coming to a celebration
- e. What the dress is for the celebration
- f. What activities take place during the celebration

I can answer simple questions (yes/no, either/or, and short response) related to:

- a. The type of celebration
- b. When an event takes place
- c. Where an event takes place
- d. Who is invited to/coming to a celebration
- e. What the dress is for the celebration
- f. What activities take place during the celebration

3

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 perform a song or poem from the target language about a cultural celebration without using any memory crutches.