

## NJDOE MODEL CURRICULUM

CONTENT AREA: <b>World Languages</b>	Novice-Mid 6-12	UNIT #: <b>5</b>	UNIT NAME: <b>Celebrations</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
<b>1</b>	<p>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.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	<p>7.1.NM.A.1 7.1.NM.A.4</p>
<b>2</b>	<p>Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	<p>7.1.NM.B.4 7.1.NM.B.5</p>
<b>3</b>	<p>Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	<p>7.1.NM.C.1 7.1.NM.C.3</p>
<b>4</b>	<p>Dramatize an authentic song or recite a poem associated with a target culture celebration.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	<p>7.1.NM.C.2 7.1.NM.C.5</p>

Code #	New Jersey Core Curriculum Content Standards for World Languages
	<p><b><u>Linguistic Content Statements</u></b></p> <p><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.</p> <p><b><u>Interpersonal:</u></b> The Novice-Mid language learner understands and communicates at the <b>word</b> level and can use <i>memorized words and phrases</i> independently</p>

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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.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. <b>This CPI supports Anchor Standards 1, 2, &amp; 3 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. <b>This CPI supports Anchor Standard 1 CCSS-ELA Speaking &amp; Listening.</b>
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. <b>This CPI supports Anchor Standards 4, 5, &amp; 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking &amp;</b>

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### Listening.

7.1.NM.C.2

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

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?

- Family members
- Clothing
- Names of authentic holidays
- Seasons
- Activities associated with planning , attending, and participating in celebrations
- 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
  - Describe typical holidays
  - Describe activities that take place during holiday celebrations
  - Compare and contrast celebrations in the home and target culture

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)

### SKILLS

#### WHAT DO STUDENTS NEED TO BE ABLE TO DO?

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Identify customs and traditions of target cultures, as found in culturally 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.
- Describe celebrations in the home and target cultures.
- Express likes, dislikes, and preferences related to activities associated with celebrations.
- Perform a culturally authentic song/poem associated with a particular target culture celebration.
- Create an invitation related to a target culture celebration.

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- Pastime activities
- Food
- Days of the week
- Months of the year
- Colors
- Structures needed to:
  - Express likes and dislikes
  - State preferences
  - Compare
  - Describe

### UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore how members of the target culture celebrate important life events. They compare celebrations in the home and 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 video/audio texts related to celebrations (invitations, posters, radio/television/newspaper 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.

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SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
<b>1</b>	<p><b>The expectations for 6-12 are for both listening and reading.</b></p> <p><b><u>Interpretive Listening:</u></b></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 (e.g. birthday party, holiday celebration, community celebration).</p> <p><b><u>Interpretive Reading:</u></b></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 (e.g. party invitation, schedule of events for celebration).</p>
<b>2</b>	<p><b><u>Interpersonal:</u></b></p> <p>I can ask memorized questions (yes/no, either/or, and short response) related to:</p> <ul style="list-style-type: none"><li>a. The type of celebration</li><li>b. When an event takes place</li><li>c. Where an event takes place</li><li>d. Who is invited to/coming to a celebration</li><li>e. What the dress is for the celebration</li><li>f. What activities take place during the celebration</li></ul> <p>I can answer simple questions (yes/no, either/or, and short response) related to:</p> <ul style="list-style-type: none"><li>a. The type of celebration</li></ul>

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- 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 Writing - The expectations for 6-12 are for both speaking and writing.**

I can use words, phrases and memorized sentences to create a multimedia presentation that provides basic details (e.g. when an event takes place, who attends, where it takes place, what people do, what people wear, why they celebrate) about a cultural celebration in my culture or the target culture.

**4**

**Presentational:**

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