

Paulsboro Schools



Curriculum

Elementary World Languages

Grade PK-6

2012

Board Approved: 11-2012

* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

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Paulsboro Public Schools Mission

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

World Languages Grades PK-6

Introduction/philosophy: World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Billingsport Early Childhood Center and Loudenslager Elementary School

Educational Goals: Language Proficiency Levels

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001). The levels are fully defined in the [World Languages Performance Level Descriptors Table](#) and are summarily reflected in the following proficiency statements:

- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**New Jersey State Department of Education
Core Curriculum Content Standards
World Languages**

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

New Jersey Core Curriculum Content Standards for World Languages

https://www13.state.nj.us/NJCCCS/ContentAreaView_WorldLang.aspx

Scope and Sequence

Pre-School	Kindergarten	Grade One	Grade Two	
Greetings/Farewells	Greetings/Farewells	Greetings/Farewells	Numbers 1-60	
Feelings	Feelings	Numbers 1-30	Days of the week	
Primary Colors	Colors	Holidays	Months of the year	
Shapes	Shapes	Weather conditions	Seasons	
Pets	Weather	Colors	Family (immediate)	
Numbers 1-10	Pets/animals	Classroom objects	Food	
Face Parts	Numbers 1-10	Shapes	Clothing	
	Face Parts	Body parts	Shapes	
	Family members (mother/father)	Animals	Body parts	
	Holiday		Articles el and la	Animals
				Adjective/noun agreement
			Classroom objects Respond to questions Weather/seasons Simple math problems	

Scope and Sequence

Grade Three	Grade Four	Grade Five	Grade Six
<p>Introductions/ greetings /farewells</p> <p>Courtesy phrases</p> <p>Commands</p> <p>Numbers 0-100</p> <p>Weather in complete sentences</p> <p>Family (extended)</p> <p>Community</p> <p>Gender and articles (el, la, los, las, singular and plural)</p> <p>Verb: tener 1st person (Yo tengo...)</p> <p>Verbs (sports)</p> <p>Cinco de Mayo</p> <p>Masc./fem nouns</p> <p>Express desires/wants</p>	<p>Rooms of the home</p> <p>¿Dónde está? (Where is...?)</p> <p>¿Cómo es? (adjectives)</p> <p>Food: Breakfast, Lunch and Dinner</p> <p>Likes/dislikes (food and sports)</p> <p>Body parts</p> <p>Cinco de Mayo</p> <p>Numbers 100-500</p> <p>Locate Spanish speaking countries on a map</p> <p>Ordinal numbers 1-3</p> <p>Spanish-English Dictionary</p>	<p>Expressions and responses</p> <p>Numbers 0-1000</p> <p>Clothing</p> <p>Telling time</p> <p>Holidays</p> <p>Adjectives: physical characteristics</p> <p>Verb to be: ser</p> <p>Maps of Spanish speaking countries</p> <p>Express desires/wants</p> <p>Buildings in the community</p> <p>Dramatize a skit</p> <p>Description of home and family</p>	<p>Telling time</p> <p>Personal narrative: self-description, family, likes/dislikes, age, desired occupation.</p> <p>Hispanic foods</p> <p>Famous Hispanics</p> <p>Conjugate an "ar" verb</p> <p>Hispanic customs</p> <p>Famous Spanish geographical points</p> <p>Simple math problems (using 4 operations)</p> <p>Dramatize a skit</p>

Preschool World Languages Standard:

This standard is further elaborated in the sections that follow. For this standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to hear simple greetings, words, or phrases in a language other than their own (including sign language) in appropriate contexts (e.g., during dramatic play, in stories, when greeting visitors).
- Expose children to words or phrases in a language other than their own, particularly language related to the following topics: family, friends, home, school, community, wellness, leisure activities, basic needs, and animals.
- Begin to expose children to language for topics that extend beyond the self, such as simple geography and weather.
- Provide conversations and stories in different languages using a variety of media (e.g., teachers, peers, visitors, songs, videos, computers).
- Identify languages spoken by classmates, parents, or visitors and explain that people use different languages.
- Put written labels on some items in the room using various languages.
- Use visual aids available in the classroom (e.g., props, pictures, and photos of daily routines) to enhance comprehension of world languages.
- Read and display children's books in different languages.
- Provide rhymes and songs for children in different languages.
- Give simple commands or instructions in a language other than English.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
7.1.1	Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	7.1.P.A.1
7.1.2	Say simple greetings, words, and phrases in a language other than their own.	7.1.P.A.2
7.1.3	Comprehend previously learned simple vocabulary in a language other than their own.	7.1.P.A.3
7.1.4	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	7.1.P.A.4

Paulsboro Public Schools Elementary World Language Curriculum

CONTENT AREA: **World Languages** Novice-Mid K-6 UNIT #: 1-a UNIT NAME: **Myself and others**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age).	7.1.NM.A.1 7.1.NM.A.4
2	Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.	7.1.NM.B.1 7.1.NM.B.4
3	Use appropriate greetings and leave taking from the target culture in a variety of scenarios.	7.1.NM.B.3
4	Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).	7.1.NM.B.3
5	Describe self and others.	7.1.NM.C.4
6	Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing including physical characteristics and personality qualities by creating a multimedia presentation.	7.1.NM.C.1 7.1.NM.C.4

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.

- o 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.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.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
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"> • Physical characteristics • Personality qualities • Numbers 1-31 • The structures necessary to: <ul style="list-style-type: none"> o Describe physical qualities and personality qualities o Express emotions o Tell age (as a memorized chunk) o Express where one lives and goes to school • Memorized and frequently practiced questions associated with physical characteristics, personality qualities, and age • Culturally appropriate expressions and gestures to greet and take leave • How to raise or lower intonation when asking different types of questions (if appropriate in the target language) 	<ul style="list-style-type: none"> • Recognize descriptions of people as found in culturally authentic oral and written texts. • Ask memorized questions related to physical characteristics and personality qualities using digital tools. • Answer simple questions related to physical characteristics and personality qualities using digital tools. • Use appropriate greetings and leave taking from the target culture. • Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language). • Describe self and others using oral or written text. • Retell highlights from a culturally authentic text (oral or written) that includes physical characteristics and personality qualities.

UNIT DESCRIPTION	
<p>Students use the target language in the three modes of communication to explore physical characteristics and personality qualities and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <p><u>Interpretive:</u> They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on first introductions and personal information.</p> <p><u>Interpersonal:</u> 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 self.</p> <p><u>Presentational:</u> They use lists, chunks of language, and memorized phrases to introduce themselves and describe themselves or others while using culturally appropriate gestures and intonations.</p>	

Paulsboro Public Schools Elementary World Language Curriculum

CONTENT AREA: World Languages **Novice-Mid K-6** **UNIT #: 1-b** **UNIT NAME:** Myself and Others

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities.	7.1.NM.A.1 7.1.NM.A.4
2	Ask and respond to memorized questions about preferences related to pastime activities using digital tools and face-to-face communication.	7.1.NM.B.1 7.1.NM.B.4
3	List culturally specific and personal pastime activities.	7.1.NM.C.4
4	Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing that includes preferences related to pastime activities by creating a multimedia-rich presentation.	7.1.NM.C.1 7.1.NM.C.4

Code #	New Jersey Core Curriculum Content Standards for World Languages
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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):

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.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 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"> • Pastime activities • Expressions used to indicate location <p>The structures necessary to:</p> <ul style="list-style-type: none"> ○ Express like and dislike (as memorized chunks) ○ Give and respond to commands (as memorized chunks) <ul style="list-style-type: none"> • Memorized and frequently practiced questions to inquire about likes and dislikes and pastime activities <p>Unit 1b follows Unit 1a. It is understood that students will have already mastered the following:</p> <ul style="list-style-type: none"> • Physical characteristics • Personality qualities • Numbers 1-31 • The structures necessary to: <ul style="list-style-type: none"> ○ Describe physical qualities and personality qualities ○ Express emotions ○ Tell age (as a memorized chunk) ○ Express where one lives and goes to school • Memorized and frequently practiced questions associated with physical characteristics, personality qualities, and age • Culturally appropriate expressions and gestures to greet and take leave • How to raise or lower intonation when asking different types of 	<ul style="list-style-type: none"> • Recognize pastime preferences as found in culturally authentic oral and written texts. • Ask memorized questions related to pastime activities using digital tools and face-to-face communication. • Answer simple questions related to pastime activities using digital tools and face-to-face communication. • Describe self and others using oral or written text. • Identify culturally specific pastime activities. • Retell highlights from a culturally authentic text (oral or written) that includes preferences related to pastime activities.

questions (if appropriate in the target language)

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (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, online biographies, social network sites, stories, and short clips from movies and television that focus on pastime preferences.

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 memorized questions related to pastimes preferences.

Presentational:

They use lists, chunks of language and memorized phrases to introduce themselves and talk about pastime preferences while using culturally appropriate gestures and intonations.

Paulsboro Public Schools Elementary World Language Curriculum

CONTENT AREA: World Languages

Novice-Mid K-6

UNIT #: 2-a

UNIT NAME: School Days

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan target language authentic materials to identify classroom items and furniture and their location.	7.1.NM.A.4
2	Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture.	7.1.NM.A.2
3	Ask and respond to memorized questions about classroom items and furniture and their location within the classroom.	7.1.NM.B.4 7.1.NM.B.5
4	Produce a written or oral text that compares a classroom in the United States with a classroom in the target culture using information found in age- and level-appropriate culturally authentic materials.	7.1.NM.C.3 7.1.NM.C.4

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):

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.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.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 1 CCSS-ELA Speaking & Listening.
7.1.NM.C.3	Describe in writing people and things from the home and school environment.
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"> Classroom objects and furniture School supplies Cultural products related to school Cultural practices related to school <p>The following items have already been assessed in Unit 1 and are being recycled in this unit:</p> <ul style="list-style-type: none"> The structures necessary to: <ul style="list-style-type: none"> Express likes or dislikes Give and respond to commands (as memorized chunks) Expressions used to indicate location 	<ul style="list-style-type: none"> Identify school supplies found in written and oral text. Demonstrate understanding of commands associated with classroom items. Tell where things and people in the classroom are located. Compare an American classroom with one in the target culture.

UNIT DESCRIPTION

Students use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school. (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 that contain classroom supply lists, ads for 'back-to-school', school maps, and descriptions of classrooms 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 classroom objects and classroom setup.

Presentational:

They use lists, chunks of language, and memorized phrases in to describe their classroom and compare it with one in the target culture.

Paulsboro Public Schools Elementary World Language Curriculum

CONTENT AREA: World Languages	Novice-Mid K-6	UNIT #: 2-b	UNIT NAME: School Days
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	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).	7.1.NM.A.1 7.1.NM.A.4
2	Use physical response to demonstrate understanding of classroom routines.	7.1.NM.A.2
3	Ask and respond to memorized questions about a typical school day using digital tools and face-to-face communication through the target language.	7.1.NM.B.1 7.1.NM.B.5
4	Produce a multimedia rich presentation that compares school life in the home and target culture(s).	7.1.NM.C.1 7.1.NM.C.3

Code #	New Jersey Core Curriculum Content Standards for World Languages
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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):

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.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.
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?
<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	<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.

Unit 2b follows Unit 2a. It is understood that students will have already mastered the following:

- 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).

Paulsboro Public Schools Elementary World Language Curriculum

CONTENT AREA: World Languages Novice-Mid K-6 UNIT #: 3-a UNIT NAME: Our Homes

#	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 types of furniture found in the home, the names of rooms in a home, and common household items.	7.1.NM.A1 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 home life.	7.1.NM.A.3
3	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.	7.1.NM.B.1 7.1.NM.B.4
4	Create a multimedia rich presentation to compare homes in the home and target culture(s).	7.1.NM.C.1
5	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.	7.1.NM.C.4

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. 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 <p>The following items have already been assessed in previous units and are being recycled in this unit:</p> <ul style="list-style-type: none">• The structures necessary to:<ul style="list-style-type: none">○ State a preference or an opinion○ Express like and dislike	<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) 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.

- Indicate location
- Give and respond to commands (as memorized chunks)

- 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.

Paulsboro Public Schools Elementary World Language Curriculum

CONTENT AREA: **World Languages** | Novice-Mid K-6 | UNIT #: 3-b | UNIT NAME: **Our Homes**

#	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.	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.	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.	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).	7.1.NM.C.4

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. 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"> 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.

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.

Paulsboro Public Schools Elementary World Language Curriculum

CONTENT AREA: World Languages **Novice-Mid K-6** **UNIT #: 4-a** **UNIT NAME: Food**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).	7.1.NM.A.1 7.1.NM.A.5
2	Use memorized words and phrases to ask and respond to questions related to food preferences, products and practices.	7.1.NM.B.4
3	Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.	7.1.NM.C.4 7.1.NM.C.5

Code #	New Jersey Core Curriculum Content Standards for World Languages
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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):

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

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 & 4 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 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 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.
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"> Names of common vegetables, fruits, grains, proteins, and dairy items Colors Names of common 'empty calorie' foods Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade) Adjectives to describe size and shape of food Memorized questions related to describing food <p>The following items have already been assessed in previous units and are being recycled in this unit:</p> <ul style="list-style-type: none"> The structures necessary to: <ul style="list-style-type: none"> State a preference Express likes and dislikes Indicate location Compare 	<ul style="list-style-type: none"> Identify main idea of an authentic text dealing with food products and practices. Ask questions related to food preferences, products, and practices. Answer questions related to food preferences, products, and practices. Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore cultural products and practices related to foods in the home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret age- and level-appropriate authentic written and/or video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

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 and express preferences related to food preferences, products and practices.

Presentational:

They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

Paulsboro Public Schools Elementary World Language Curriculum

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 4-b

UNIT NAME: Food

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan age- and level-appropriate culturally authentic target language menus from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).	7.1.NM.A.1 7.1.NM.A.5
2	Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s).	7.1.NM.A.3
3	Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to table settings and healthy eating.	7.1.NM.A.2 7.1.NM.B.2
4	Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.	7.1.NM.B.4

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):

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

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 & 4 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 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). This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
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 Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
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 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.
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"> • Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice) • Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth) • Adjectives to describe size and shape of food • Culturally authentic gestures and practices associated with eating • The structures necessary to: <ul style="list-style-type: none"> ○ Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?) ○ Extend, accept, and refuse an invitation • Memorized questions related to ordering and paying for a meal • Currency from target culture and conversion to American 	<ul style="list-style-type: none"> • Recognize familiar food terms as found in an authentic menu. • Demonstrate comprehension of series of oral and written directions as related to table settings. • Give and follow directions related to healthy eating. • Recognize and use common gestures and cultural practices associated with food. • Engage in an unrehearsed conversation to order a meal by asking and answering questions. • Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

equivalent

Unit 4b follows Unit 4a. It is understood that students will have already mastered the following:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Colors
- Names of common 'empty calorie' foods
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Memorized questions related to describing food

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

- The structures needed to:
 - State a preference
 - Express likes and dislikes
 - Indicate location
 - Express time
 - Compare

UNIT DESCRIPTION

Students use the target language in the three modes of communication to examine cultural products and practices related to healthy eating in the home and the target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret age- and level-appropriate authentic written and/or video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

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 and express preferences related to healthy eating.

Presentational:

They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

Paulsboro Public Schools Elementary World Language Curriculum

#	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.	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.	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.	7.1.NM.C.2 7.1.NM.C.5
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 words and phrases</i> that bring meaning to text.		
<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:		
<ul style="list-style-type: none"> ○ Respond to learned questions. ○ Ask memorized questions. ○ State needs and preferences. ○ Describe people, places, and things. 		
<u>Presentational:</u> The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:		
<ul style="list-style-type: none"> ○ Make lists. ○ State needs and preferences. ○ Describe people, places, and things. 		
<u>Cultural Content Statement(s):</u> 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 KNOW?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> • Family members • Clothing • Names of authentic holidays and celebrations • Seasons • Structures needed to: <ul style="list-style-type: none"> ○ 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 <p>The following items have been previously assessed and are being recycled in this unit:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Express likes and dislikes ○ State preferences ○ Compare 	<ul style="list-style-type: none"> • Identify culture-specific holidays, 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. • 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.

- Describe

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 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.

Paulsboro Public Schools Elementary World Language Curriculum

CONTENT AREA: World Languages			Novice-Mid K-6	UNIT #: 5-b	UNIT NAME: Celebrations
#	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 customs and traditions related to cultural celebrations.	7.1.NM.A.1 7.1.NM.A.4			
2	Ask and respond to simple questions related to customs and traditions related to cultural celebrations in the home and target cultures.	7.1.NM.B.4 7.1.NM.B.5			
3	Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture.	7.1.NM.C.1 7.1.NM.C.3			
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 memorized <i>words and phrases</i> independently to:</p> <ul style="list-style-type: none"> ○ Respond to learned questions. ○ Ask memorized questions. ○ State needs and preferences. ○ Describe people, places, and things. <p><u>Presentational:</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"> ○ Make lists. ○ State needs and preferences. ○ Describe people, places, and things. <p><u>Cultural Content Statement(s):</u> 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.)</p>					
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.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	Copy/write words, phrases, or simple guided texts on familiar topics.

CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> Activities associated with planning , attending, and participating in celebrations Structures needed to: <ul style="list-style-type: none"> Describe typical holidays Describe activities that take place during holiday celebrations Compare and contrast celebrations in the home and target culture <p>Unit 5b follows Unit 5a. It is understood that students will have already mastered the following:</p> <ul style="list-style-type: none"> Family members Clothing Names of authentic holidays Seasons Structures needed to: <ul style="list-style-type: none"> Express likes and dislikes State preferences Compare Describe <p>The following items have been previously assessed and are being recycled in this unit:</p> <ul style="list-style-type: none"> How people greet and take leave in a target culture(s) Pastime activities 	<ul style="list-style-type: none"> Identify customs and traditions of target culture(s) as found in culturally authentic video/audio/written texts. Ask memorized questions related to activities that take place during celebrations in the home and target cultures. Answer simple questions related to activities that take place during celebrations in the home and target cultures. Extend/accept/reject an invitation to celebrations in the home and target cultures. Describe celebrations in the home and target cultures. Create an invitation for a target culture celebration. Compare/contrast celebrations in the home and target cultures. Plan and carry out a simulated celebration related to the target culture in the classroom. Perform a culturally authentic song/poem associated with a particular target culture celebration. Express likes, dislikes, and preferences related to activities associated with celebrations.

- 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/or 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.

Presentation:

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

World Language Course Benchmarks PK-6

Pre-School

- The student will be able to recognize, and recite numbers 1-10
- The student will be able to recognize, identify and recite primary colors.
- The student will be able to respond to basic commands.
- The student will be able to ask and respond to simple questions.
- The student will be able to sing a song in Spanish.
- The student will be able to use simple greetings and takings of leave.
- The student will be able to use simple courtesy expressions.
- The student will be able to identify 2 animals.
- The student will be able to identify 2 immediate family members.
- The student will be able to identify 3 shapes.
- The student will be able to say hello and goodbye.
- The student will be able to respond to the question: How are you?
- The student will be able to recognize, identify and recite 3 body parts of the face.

Kindergarten

The student will be able to recognize, recite and write the words for each number. 1-10
The student will be able to recognize, identify and recite and 8 colors.
The student will be able to respond to basic commands.
The student will be able to ask and respond to simple questions.
The student will be able to sing a song in Spanish.
The student will be able to use simple greetings and takings of leave.
The student will be able to use simple courtesy expressions.
The student will be able to identify 5 animals.
The student will be able to express basic weather conditions.
The student will be able to identify immediate family members.
The student will be able to identify 6 shapes.
The student will be able to express simple weather conditions.
The student will be able to generate complete sentences using the verb “tener”.
The student will be able to respond to the question: What is your name?
The student will be able to respond to the question: How are you?
The student will be able to recognize, identify and recite 5 body parts of the face.
The student will be able to say Merry Christmas.

Grade One

The student will be able to recognize, identify, and spell numbers 1-30.
The student will be able to demonstrate proper usage of article el and la.
The student will be able to sing a song in Spanish.
The student will be able to recite the date in Spanish.
The student will be able to identify immediate family members.
The student will be able to identify masculine and feminine nouns..
The student will be able to use proper noun/adjective agreement.
The student will be able to identify the days of the week.
The student will be able to identify the months of the year.
The student will be able to identify and spell 8 colors.
The student will be able to identify shapes: circle, triangle, square, rectangle and oval.
The student will be able to recognize two countries on a map where Spanish is spoken.
The student will be able to recognize and respond to basic commands
The student will be able to dance a traditional Spanish dance.
The student will be able to use computer programs in Spanish.
The student will be able to use simple greetings and takings of leave.
The student will be able to express basic weather conditions.
The student will be able to identify 4 classroom objects.
The student will be able to identify four body parts.
The student will be able to identify 4 animals.
The student will recognize that the articles “el” and “la” are used for “the” in Spanish.

Grade Two

- The student will be able to identify the days of the week.
- The student will be able to identify the months of the year.
- The student will be able to identify the seasons of the year.
- The student will be able to identify numbers 1-60.
- The student will be able to identify classroom objects.
- The student will be able to respond to simple questions.
- The student will be able to sing a song in Spanish.
- The student will be able to demonstrate mastery of correct noun/adjective agreement.
- The student will be able to demonstrate proper usage of articles el and la.
- The student will be able to express basic weather conditions.
- The student will be able to identify extended family members.
- The student will be able to identify four body parts.
- The student will be able to do simple addition and subtraction problems in Spanish.
- The student will be able to identify 4 foods.
- The student will be able to identify 3 articles of clothing.
- The student will be able to identify shapes: circle, triangle, square, rectangle and oval.
- The student will be able to identify 4 animals.
- The student will be able to recognize that nouns in Spanish are masculine or feminine.
- The student will be able to respond to the question: What's the weather like?

Grade Three

- The student will be able to use simple courtesy phrases.
- The student will be able to identify numbers 1-100.
- The student will be able to do simple addition and subtraction problems in Spanish.
- The student will be able to ask and respond to simple questions.
- The student will be able to express desires and wants.
- The student will be able to identify ordinal numbers 1-3.
- The student will be able to locate three Spanish speaking countries on a map.
- The student will be able to demonstrate usage of plural articles las and los.
- The student will be able to identify 6 body parts.
- The student will be able to identify 4 extended family members.
- The student will be able to identify 6 classroom objects.
- The student will be able to identify two foods from each of three meal times.
- The student will be able to express likes/dislikes of foods with the verb "gustar".
- The student will be able to participate in a skit using grade level appropriate Spanish.
- The student will be able to use simple greetings and takings of leave.
- The student will respond to basic commands.
- The student will be able to respond to the question: What's the weather like?

The student will be able to identify places in the community.

The student will be able to recognize the appropriate singular and plural article with the corresponding noun according to masculine or feminine gender.

The student will be able to use 1st person of the verb “tener”. Yo tengo..... (I have...)

The student will be able to identify 3 sports.

The student will be familiar with a Hispanic holiday. (Cinco de Mayo)

The student will be able to express desires or wants by using “Yo quiero...”.

Grade Four

The student will be able to identify a Hispanic custom.

The student will be able to explain the use of familiar and formal pronouns tú and usted.

The student will be able to identify 4 sports.

The student will be able to sing a song related to a Hispanic holiday or festival. (Las Posadas)

The student will be able to locate 4 Spanish speaking countries on a map.

The student will be able to do simple division and multiplication problems.

The student will be able to identify 3 rooms in a house.

The student will be able to identify 3 articles of clothing.

The student will be able to ask and respond to questions of age.

The student will be able to use the verb “ser” to describe self and others.

The student will be able to answer the question: ¿Dónde está?)Where is...?

The student will be able to answer the question: ¿Cómo es?, sing appropriate adjectives.

The student will be able to identify 3 foods from breakfast, lunch and dinner.

The student will be able to express likes and dislikes of food and sports using: “Me gusta...”, or “No me gusta...”.

The student will be able to identify 8 body parts.

The student will be familiar with a Hispanic holiday. (Cinco de Mayo)

The student will be able to identify numbers 0-500.

The student will be able to identify ordinal numbers 1-5.

The student will be able to use a Spanish-English dictionary. (Hard copy and web-based)

Grade Five

The student will be able to use the verbs to express desires or needs. (querer/ want, necesitar/need)

The student will be able to identify 6 articles of clothing.

The student will be able to sing a song in Spanish.

The student will be able to identify numbers 0-1000.

The student will be able to identify buildings in the community.

The student will be able to dramatize a skit.

The student will be able to write a personal narrative using family, pets, and home.

The student will be able to identify 6 articles of clothing

The student will be able to tell time.

The student will be able to sing a song related to a Hispanic holiday or festival. (Feliz Navidad)

The student will be able to describe physical characteristics with appropriate adjective.

The student will be able to use the verb “ser”. (Yo soy.)

The student will be able to locate 6 Spanish speaking countries on a map.

The student will be able to identify places in the community.

Grade Six

The student will be able to write a personal narrative using family members, pets, location of home, favorite foods, favorite sports, and desired occupation.

The student will be able to identify Hispanic foods..

The student will be able to research the life of a famous Hispanic using technology.

The student will be able to tell time.

The student will be able to conjugate an “ar” verb.

The student will be able to use technology to research a Hispanic musical style.

The student will be able to use technology to research the custom of bullfighting.

The student will be able to use technology to research famous Spanish geographical points.

The student will be able to do simple math problems using addition, subtraction, division and multiplication.

The student will be able to use technology to research famous Spanish explorers.

The student will be able to dramatize a skit.