

## NJDOE MODEL CURRICULUM

**CONTENT AREA:** World Languages    **Novice-Mid 6-12**    **UNIT #:** 1    **UNIT NAME:** All About Me

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NM.A.1 7.1.NM.A.4
2	<p>Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NM.B.1 7.1.NM.B.4
3	<p>Use appropriate greetings and leave taking from the target culture in a variety of scenarios.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NM.B.3
4	<p>Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NM.B.3
5	<p>Describe self and others.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NM.C.4
6	<p>List culturally specific and personal pastime activities.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NM.C.4
7	<p>Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation.</p> <p>Click <a href="#">here</a> for the “Can-Do” Statement.</p>	7.1.NM.C.1 7.1.NM.C.4

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Code #

### New Jersey Core Curriculum Content Standards for World Languages

#### Linguistic Content Statements

##### Interpretive:

The Novice-Mid language learner understands and communicates at the **word** level and can independently identify and recognize *memorized words and phrases* that bring meaning to text.

##### Interpersonal:

The Novice-Mid language learner understands and communicates at the word level and can use *memorized words and phrases* independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

##### Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

##### Cultural Content Statement(s):

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.)

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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.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  <b>This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking &amp; Listening.</b>	
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.  <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; Listening.</b>	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  <b>This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking &amp; Listening.</b>	
CONCEPTS	SKILLS	
WHAT DO STUDENTS NEED TO KNOW?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?	
<ul style="list-style-type: none"> <li>• Physical characteristics</li> <li>• Personality qualities</li> <li>• Pastime activities</li> <li>• Expressions of like and dislike</li> <li>• Numbers 1-31</li> <li>• expressions used to indicate location</li> </ul> <p>The structures necessary to:</p> <ul style="list-style-type: none"> <li>○ Describe physical qualities and personality qualities</li> <li>○ Express emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts.</li> <li>• Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.</li> <li>• Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.</li> <li>• Use appropriate greetings and leave taking from the target culture.</li> </ul>	

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<ul style="list-style-type: none"><li>○ Express likes and dislikes related to pastimes</li><li>○ Tell age (as a memorized chunk)</li><li>○ Give and respond to commands (as memorized chunks)</li><li>○ Express where one lives and goes to school</li><li>● Memorized and frequently practiced questions associated with physical characteristics, personality qualities, age, emotions, and preferences related to pastimes</li><li>● Culturally appropriate expressions and gestures to greet and take leave</li><li>● How to raise or lower intonation when asking different types of questions (if appropriate in the target language)</li></ul>	<ul style="list-style-type: none"><li>● Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).</li><li>● Describe self and others using oral or written text.</li><li>● Retell highlights from a culturally authentic children's text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes.</li><li>● Identify culturally specific pastime activities.</li></ul>
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### UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore physical characteristics, personality descriptions, and 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 video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and 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 questions related to self and pastime preferences.

**Presentational:**

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

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SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>The expectations for 6-12 are for both listening and reading.</p> <p><b><u>Interpretive Listening:</u></b></p> <p>I can understand some basic information when someone describes themselves and others.</p> <p class="list-item-l1">a. I can match pictures based on oral descriptions of physical and/or personality traits.</p> <p class="list-item-l1">b. I can draw a picture based on oral descriptions of physical and/or personality traits.</p> <p>I can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports.</p> <p>I can understand when someone is stating their age and telling where they are from.</p> <p><b><u>Interpretive Reading:</u></b></p> <p>I can understand some basic personal information as found in personal profiles, bulleted biographies, and emails.</p> <p class="list-item-l1">a. I can match pictures based on oral descriptions of physical and/or personality traits.</p> <p class="list-item-l1">b. I can draw a picture based on oral descriptions of physical and/or personality traits.</p> <p>I can understand some basic information found in short readings dealing with preferences related to pastime activities and sports as found in personal profiles, bulleted biographies, and emails.</p> <p>I can understand when someone is stating their age and telling where they are from.</p>

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<b>2</b>	<p><b><u>Interpersonal:</u></b></p> <p>I can use digital tools and face-to-face communication to:</p> <ul style="list-style-type: none"><li>a. Introduce myself and others.</li><li>b. Ask for some personal information such as name, age, and where someone is from.</li><li>c. Provide personal information such as name, age, and where I am from.</li><li>d. Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.</li><li>e. Answer simple questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.</li><li>f. Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports.</li><li>g. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.</li></ul>
<b>3</b>	<p><b><u>Interpersonal:</u></b></p> <p>I can greet and take leave in a culturally acceptable manner.</p>
<b>4</b>	<p><b><u>Interpersonal:</u></b></p> <p>I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or and short response).</p>
<b>5</b>	<p><b><u>Presentational: Speaking and Writing - The expectations for 6-12 are for both speaking and writing.</u></b></p> <p>I can use words, phrases, and memorized sentences to describe myself including details about my physical characteristics and my</p>

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	<p>personality qualities.</p> <p>I can use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities.</p> <p>I can tell my age and the age of others.</p> <p>I can use words, phrases, and memorized sentences to tell which pastimes and sports I like and which I do not like.</p> <p>I can use words, phrases, and memorized sentences to tell which pastimes and sports others like and which they do not like.</p>
<b>6</b>	<p><b><u>Presentational:</u></b></p> <p>I can categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places.</p>
<b>7</b>	<p><b><u>Presentational:</u></b></p> <p>I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes:</p> <ul style="list-style-type: none"><li>a. Physical characteristics</li><li>b. Personality qualities</li><li>c. Preferences related to pastime activities</li></ul>