

NJDOE MODEL CURRICULUM

CONTENT AREA: **World Languages** Novice-Mid K-5 UNIT #: **1-b** UNIT NAME: **All About Me**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>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.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.A.1 7.1.NM.A.4</p>
2	<p>Ask and respond to memorized questions about preferences related to pastime activities using digital tools and face-to-face communication.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.B.1 7.1.NM.B.4</p>
3	<p>List culturally specific and personal pastime activities.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.C.4</p>
4	<p>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.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.C.1 7.1.NM.C.4</p>

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>	

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 1-b

UNIT NAME: All About Me

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.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 1-b	UNIT NAME: All About Me
--------------------------------------	-----------------------	--------------------	--------------------------------

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 	<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.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 1-b

UNIT NAME: All About Me

- 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)

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.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 1-b	UNIT NAME: All About Me
--------------------------------------	----------------	--------------------	--------------------------------

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports.</p> <p><u>Interpretive Reading:</u></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>
2	<p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p> <ol style="list-style-type: none"> a. Introduce myself and others. b. Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports. c. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.
3	<p><u>Presentational: Speaking and/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places by completing a Venn diagram using pictures and presenting the information orally.</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: **World Languages**

Novice-Mid K-5

UNIT #: 1-b

UNIT NAME: All About Me

4

Presentational:

I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes preferences related to pastime activities.