

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages **Novice-High** **UNIT #: 1** **UNIT NAME:** All About Me

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NH.A.5
2	<p>Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NH.A.2
3	<p>Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NH.B.1 7.1.NH.B.4
4	<p>Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NH.C.1

Code #

New Jersey Core Curriculum Content Standards for World Languages

Linguistic Content Statements

Interpretive:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and

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communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

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Cultural Content Statement(s):

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. This CPI supports Anchor Standard 1 CCSS-ELA Reading.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics 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.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation 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.

CONCEPTS	SKILLS
WHAT DO STUDENTS NEED TO KNOW?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> • Places in the community e.g. recreation, social services, entertainment • Community service opportunities • Community activities • The structures necessary to <ul style="list-style-type: none"> ○ Express preferences ○ Put events in sequential order (e.g. first, second, then, next, finally) ○ Inquire and talk about free time in the present time frame 	<ul style="list-style-type: none"> • Identify main idea of an authentic text dealing with events in the community. • Demonstrate comprehension of a series of oral and written directions related to places and events in the community. • Exchange information about the home community and the target culture(s) community using digital tools such as blogs, wikis, or SKYPE. • Exchange information about community service opportunities available in the home community and the target culture(s) community with individuals from the target culture using

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- Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)

It is understood that students at the NH level will have already mastered the following:

- Physical Characteristics
- Personality qualities
- Pastime activities
- Expressions of likes and dislikes
- The structures necessary to:
 - Describe physical qualities and personality qualities
 - Express emotions
 - Tell age
 - Express likes and dislikes

digital tools such as blogs, wikis, or SKYPE.

- Create a multi-media rich presentation comparing community events and community service opportunities in the home and target culture(s).

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore how preferences related to hobbies, community and cultural activities, and weekend/after school activities are similar and different in the home and target culture(s). (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, community bulletin boards, and advertisements that focus on community/cultural events and community service opportunities.

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 community/cultural events and community service opportunities

Presentational:

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They use sentence level discourse to describe how they and others are involved in community and cultural activities, how they and others contribute positively to their community, and the effect that friends, family, acquaintances, and community context have on their choices related to the above. They compare and contrast cultural practices related to community and cultural events that occur in the home and target culture(s).

SLO #	CAN-DO STATEMENTS ALIGNED TO THE SLOS
1	<p><u>Interpretive Listening:</u></p> <p>I can listen to short video or audio clips advertising a community function (e.g. concert, film festival, art show, auction, parade, community service event) to identify the time, location, and purpose of the event.</p> <p>I can select events appropriate for me and my classmates based on our interests, availability, and purpose by listening to short video or audio clips advertising a community function (e.g. concert, film festival, art show, auction, parade, community service event).</p> <p><u>Interpretive Reading:</u></p> <p>I can read an advertisement about a community function (e.g. concert, film festival, art show, auction, parade, community service event) to identify the time, location, and purpose of the event.</p> <p>I can select events appropriate for me and my classmates based on our interests, availability, and purpose by reading a short text advertising a community function (e.g. concert, film festival, art show, auction, parade, community service event).</p>
2	<p><u>Interpretive Listening:</u></p> <p>I can follow the walking or driving steps needed to get from one place to another based on oral directions connected to an online map.</p>

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I can match a series of oral directions to the appropriate online maps.

Interpretive Reading:

I can follow the walking or driving steps needed to get from one place to another based on written directions connected to an online map.

I can match a series of written directions to the appropriate online maps.

3

Interpersonal:

I can use digital tools and face-to-face communication to:

- a. Ask my classmates and members of the target culture simple questions related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
- b. Respond to questions from my classmates and members of the target culture related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).

I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really?, that's nice).

I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say...?).

4

Presentational:

I can use simple sentences to create a multimedia-rich presentation using written and oral text that includes information related to community events and community service opportunities (e.g. time, location, and purpose of the event).