

# The Model Curriculum for World Languages

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# **INTRODUCE YOURSELF**

**Please use the chat section to introduce yourself. Tell who you are and what your role is in world languages education.**

# Agenda

- 1. Student Proficiency Questions**
- 2. Model Curriculum Themes**
- 3. All About Me – In-depth exploration of Novice-Mid, 6-12**
  - Cultural Content Statement(s)**
  - Unit Overview**
  - Modes of Communication**
  - Knowledge & Skills**
  - Connections to the Common Core State Standards for ELA**
  - Assessments**
- 4. Next Steps**

# Opening Question

- **How do you know where your students are on the proficiency scale?**

# Follow-up Question

- **What evidence do you have to support the proficiency level?**

# Contexts

- 1.All About Me**
- 2.School Days**
- 3.Home, Sweet Home**
- 4.Food, Glorious Food**
- 5.Celebrations**
- 6.Migratory Animals**
- 7.Going Green**

# **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.)**

# Unit Overview

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.

# **All About Me**

**Which mode of communication will be assessed in the following Student Learning Objective?**

**What knowledge and skills would students need in order to meet the following SLO?**

**7.1.NM.A.1 & 7.1.NM.A.4**

**Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes, and age.**

# All About Me

**Which mode of communication will be assessed in the following Student Learning Objective?**

**What knowledge and skills would students need in order to meet the following SLO (Student Learning Objective)?**

**7.1.NM.B.1 & 7.1.NM.B.4**

**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.**

# All About Me

**Which mode of communication will be assessed in the following Student Learning Objective?**

**What knowledge and skills would students need in order to meet the following SLO (Student Learning Objective)?**

**7.1.NM.B.3**

**Use appropriate greetings and leave taking from the target culture in a variety of scenarios.**

# All About Me

**Which mode of communication will be assessed in the following Student Learning Objective?**

**What knowledge and skills would students need in order to meet the following SLO (Student Learning Objective)?**

**7.1.NM.B.3**

**Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).**

# All About Me

**Which mode of communication will be assessed in the following Student Learning Objective?**

**What knowledge and skills would students need in order to meet the following SLO (Student Learning Objective)?**

**7.1.NM.C.4**

**Describe self and others.**

# All About Me

**Which mode of communication will be assessed in the following Student Learning Objective?**

**What knowledge and skills would students need in order to meet the following SLO (Student Learning Objective)?**

**7.1.NM.C.4**

**List culturally specific and personal pastime activities.**

# All About Me

**Which mode of communication will be assessed in the following Student Learning Objective?**

**What knowledge and skills would students need in order to meet the following SLO (Student Learning Objective)?**

**7.1.NM.C.1**

**7.1.NM.C.4**

**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.**

# Knowledge

- **Physical characteristics**
- **Personality qualities**
- **Pastime activities**
- **Expressions of like and dislike**
- **Numbers 1-31**
- **Expressions used to indicate location**

# Knowledge

The structures necessary to:

- Describe physical qualities and personality qualities
- Express emotions
- Express likes and dislikes related to pastimes
- Tell age (as a memorized chunk)
- Give and respond to commands (as memorized chunks)
- Express where one lives and goes to school

# Knowledge

- **Memorized and frequently practiced questions associated with physical characteristics, personality qualities, age, emotions, and preferences related to pastimes**
- **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)**

# Skills

- **Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts.**
- **Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.**
- **Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.**

# Skills

- **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 children's text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes.**
- **Identify culturally specific pastime activities.**

# **Connections to the Common Core State Standards Anchor Standards for Reading**

## **Key Ideas and Details**

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

# **Connections to the Common Core State Standards Anchor Standards for Writing**

## **Production and Distribution of Writing**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

# **Connections to the Common Core State Standards Anchor Standards for Speaking & Listening**

## **Comprehension and Collaboration**

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

## **Presentation of Knowledge and Ideas**

- 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

# Assessment Example

## I. INTERPRETIVE MODE:

*To the student: Your teacher will give you a reading about a famous actress. Your job is to understand this reading. Take up to 20 minutes to read and show your understanding of the article. (SLO 1)*

## II. INTERPERSONAL MODE:

*To the student: Your family has decided to host an exchange student over summer vacation. You are so excited to practice all of the Spanish you have learned this year! You will be meeting Javier, a boy from Mallorca, Spain, for the first time. It is your job to welcome Javier to your family. Get to know him by sharing personal information {your age, your birthday, your likes/dislikes, pastimes (what you do on school days/weekends), etc.} Javier will probably have a lot of questions for you! Your goal is to make him feel comfortable coming to live with you and your family but also to find out as much information about him as you can. Be sure to ask him about his age, birthday, characteristics, friends, family, likes/dislikes and pastimes. (SLOs 2, 3, & 4)*

# Assessment Example

## III. PRESENTATIONAL MODE:

*You and Javier have become fast friends this summer and Javier wishes his family and friends could meet you too. You decide you want to make Javier a present that you both can send home to his friends and family. You might want to make a scrapbook, journal entry, glog, voki, video presentation or PowerPoint/Prezi presentation. It should be as colorful and creative as possible to make Javier proud. Include personal information: age, physical characteristics, personality, likes/dislike, what your hobbies and pastimes are and anything else you think he should know about you. You might want to include pictures, stories, quotes or anything else that would show Javier's family about his stay and what you and your family are like. (SLOs 5 & 7)*

*Complete a Venn diagram in which you indicate activities that are common in your culture and in the target culture. Include activities that are common in both cultures in the intersecting circle. (SLO 6)*

# Back to the Beginning...

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.)

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