

# **Unit 1 - Exploring My World at School: Being Friendly and Making Friends**

Content Area: **World Language**  
Course(s): **Sample Course**  
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Length: **8 weeks/Kindergarten**  
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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **World Language: Kindergarten**

# **Unit 1: Exploring My World at School: Being Friendly and Making Friends**

**Belleville Board of Education**

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## **Unit Overview**

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**Unit Summary:** Kindergarten students in the Belleville Public Schools start an academic journey that they will share with countless friends, acquaintances and school staff. It is important for each student to build a strong foundation of social skills that will help them to be successful learners in an environment with so many people. This opening unit is framed by essential questions that will guide students to discover the benefits of respecting, appreciating and cooperating with the people that are around them. While exploring these themes the learners will acquire the ability to greet and introduce themselves to Spanish speakers both inside and outside the school setting.

**Unit Learning Targets:** 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.

## **NJSLS**

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- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

- 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.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 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.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

|               |  |
|---------------|--|
| WL.7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s).  |
| WL.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.                                |
| WL.7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.   |
| WL.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. |
| WL.7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.   |
| WL.7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics.  |

## Exit Skills

*Students will be able to ...*

### Interpretive Mode

- ...point to one of three pictures that correspond to the greeting phrase that the teacher says out loud.
- ...point to the correct picture that corresponds to 1 of 3 emotions that the teacher says out loud.

### Interpersonal Mode

- ...exchange greetings with teacher and peers using 5 phrases pronounced correctly.
- ...ask and respond to the question, "How are you?" using 3 different answers in the target language.
- ...ask and respond to the question, "What is your name?" in the target language.

### Presentation Mode

- ...trace the target language phrase that corresponds to 1 of 3 pictures.
- ...write their name after "My name is" in the target language.
- ...sing and participate in the motions for cultural songs in the target language.

## Enduring Understanding

### Unit 1 Enduring Understandings

- Sharing and being kind to others will help us have a good school family.
- Learning another language can help us be friendly to more people.

## **Essential Questions**

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### **Unit 1 Essential Questions**

- How do you like to be treated?
- How do you not like to be treated?
- What are ways you can be friendly to people around you?
- How can speaking the target language help you to be friendly to more people?

## **Learning Objectives**

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*Students will be able to ...*

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### **Interpretive Mode**

- ...point to one of three pictures that correspond to the greeting phrase that the teacher says out loud.
- ...point to the correct picture that corresponds to 1 of 3 emotions that the teacher says out loud.

### **Interpersonal Mode**

- ...exchange greetings with teacher and peers using 5 phrases pronounced correctly.
- ...ask and respond to the question, "How are you?" using 3 different answers in the target language.
- ...ask and respond to the question, "What is your name?" in the target language.

### **Presentational Mode**

- ...trace the target language phrase that corresponds to 1 of 3 pictures.
- ...write their name after "My name is" in the target language.
- ...sing and participate in the motions for cultural songs in the target language.

## Interdisciplinary Connections

### Technology Standards

- 8.1.P.C.1 Operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats.
- 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support
- 8.2.2.A.1 Describe how technology products, systems, and resources are useful at school, home, and work.

### Interdisciplinary Standards

- SL.1.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)
- K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones.
- 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
- 9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

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|--------------------------------|---|
| LA.1.CCSS.ELA-Literacy.RF.1.3  | Know and apply grade-level phonics and word analysis skills in decoding words.                            |
| LA.1.CCSS.ELA-Literacy.RF.1.2b | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.           |
| LA.1.CCSS.ELA-Literacy.RF.1.2c | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| LA.1.CCSS.ELA-Literacy.RF.1.2d | Segment spoken single-syllable words into their complete sequence of individual sounds                    |

|                                |   |
|--------------------------------|---|
|                                | (phonemes).   |
| LA.1.CCSS.ELA-Literacy.RF.1.4a | Read grade-level text with purpose and understanding.   |
| LA.1.CCSS.ELA-Literacy.RF.1.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                      |
| SOC.K-4.6.1.4.D.13             | Describe how culture is expressed through and influenced by the behavior of people.                                     |
| SOC.K-4.6.3.4.1                | Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. |
| TEC.PK.8.1.P.C.1               | Operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats.           |
| TEC.PK.8.1.P.E.1               | Use the Internet to explore and investigate questions with a teacher's support.   |
| TEC.K-2.8.2.2.A.1              | Describe how technology's products, systems and resources are useful tools at school, home and work.                    |
|                                | Phonics and Word Recognition  |

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **21st Century Skills**

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- Communication and Collaboration

- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **Technology Infusion**

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- Video (DVD, Youtube, educational websites with videos)
- multimedia presentation
- SmartBoard
- Audio cassettes/CDs
- Students will participate in various activities that will support the technology standards listed above. Activities include manipulation of SmartBOARD, collaboration in internet searches, aid teacher in the use of power point, and use video projection to present their work.

## **Differentiation**

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### **Native Speakers**

- These students can be a resource for the class discussion. They can share about their families' cultural background and practices.
- They can also help the teacher model the greetings.
- These students can help the teacher model the dialogue in the target language.
- They can help the teacher model the target vocabulary and coach their peers.

## **Special Education**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation

- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes

- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources**

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Student Portfolio

Reading A-Z website

## **Ancillary Resources**

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Blank maps

Vocabulary handouts

Alphabet worksheets

Magnetic letters

Flash cards

Whiteboard

Crossword puzzles

Number searches

Calendars

Color worksheets

Classroom objects

Picture cards

Songs

Vocabulary charts and walls

Manipulatives

Posters

Story telling

## Sample Lesson

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**Unit Name:** Unit 1-Exploring My World at School: Being Friendly and Making Friends

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### Interdisciplinary Connection:

#### Technology Standards

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### **Statement of Objective:**

- Teacher: Introduce the greetings routine that the teacher will conduct at the beginning of every class this year. Teacher models the greetings in the target language and elicits student responses. (Later on in the year the teacher can guide the students into greeting each other in Spanish.)
- Teacher: Leads classroom discussion on the routines and behavior that will be expected of the students this year. (See NJCCCS 6.1.P.A.1)

### **Anticipatory Set/Do Now:**

- Classroom discussion about the essential questions and introduction of unit material in relation to the statements listed under 'Enduring Understandings'.

### **Learning Activity:**

- Teacher: Introduce the following target vocabulary: ¡Buenos días!, ¡Buenas tardes!, ¡Buenas noches! and ¡Hola!. Teacher may use one or more of the following methods:
  - Language acquisition through repeated song (Resource #4)
  - Use real objects, gestures, pictures, and other visuals to convey meaning. (Resource #6)

Teacher: Lead students through the greetings routine.

- Review discussion about Essential Questions. Teacher will tell a story. After the story, the students will discuss the theme as it pertains to interactions with diverse peers.
- Review Day 1 target vocabulary in the same context that the learner experienced that day. Make sure to emphasize that each greeting must be used at a certain time of day.
- Teacher: Lead students through the "leave-taking" routine.
- Teacher: Lead students through the greetings routine. Introduce the attendance routine where teacher says each student's name and students must raise their hand and say, "Presente". (Teachers may choose to have their students say other phrases).
- Teacher: Introduce the following vocabulary: "¿Cómo te llamas?" and the answer "Me llamo\_\_\_\_\_." Teacher may use one or more of the following methods:
  - Language acquisition through repeated song (Resource #8)
  - Role play using puppets. (Teacher may choose to have students make their own puppets using Resource #10)

- Review unit material in preparation for the day 5 unit assessment.

#### **Student Assessment/CFU's:**

- **Assessment:** Informal checks for understanding throughout the lesson.

#### **Closing:**

- Teacher: Introduce the "leave-taking" routine that the teacher will conduct at the end of every class this year.  
Target vocabulary: ¡Adios!

#### **Materials:**

1. Canciones Level 1, CD 1, Track 2
2. José Luis Orozco, "Hola. ¿Cómo estás?"
3. Spanish is Fun with Rosi DVD, Lesson 1
4. Spanish is Fun with Rosi CD, Track 7
5. Spanish is Fun with Rosi CD, Track 1
6. Spanish is Fun with Rosi Kit
7. VPS K - 5 World Language, Greetings Power Point
8. Sr. Howard, Mennies School Song, Track 4
9. Sr. Howard, Saludos Video
10. ¡Viva el Español!, Puppet making activity
11. United Streaming, "La Tienda De Luís: La Nueva Ayudante"
12. Special Education Assessment Option
13. World Language 1st Grade Assessment Packet

**21st Century Themes and Skills:** Global Awareness, Communication, and Collaboration.

#### **Differentiation/Modifications:**

- **Native Speakers**
  - These students can be a resource for the class discussion. They can share about their families' cultural background and practices. They can also help the teacher model the greetings. They can help model pronunciation in the target language.
  - Students will go to the computer center and watch "La Tienda De Luís". (Resource #11) They can help the teacher model the target vocabulary and coach their peers.

#### **Integration of Technology:**

- Technology: Video (Resource #3)
- Technology: multimedia presentation/SmartBoard (Resource #7)
- Technology: video (Resource #9)

