Unit 4: Seasons and Weather; Community Helpers

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Course(s): **World Language Gr. K**
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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Kindergarten World Language

Unit 4: Seasons and Weather; Community Helpers

Belleville Board of Education

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Unit Overview

This unit focuses on two themes: seasons and weather, and community helpers.

Seasons and Weather

- Students will compare the weather and seasonal patterns of different places around the world.

Community Helpers

- Students will learn about jobs and how community helpers are important to our community.
- Students will talk about what they want to be when they grow up and discover different jobs.

NJSLS

WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
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

By the end of Unit 4, students will be able to:

- Use seasons and weather vocabulary on a daily basis.
- Identify and recall vocabulary for seasons and weather.
- Define what a Community helper is.
- Recognize various community helpers and their roles.
- Draw pictures that show an understanding of each season.

Enduring Understandings

- Weather can change from day to day.
- Seasons have an unusual weather pattern.
- A community helpers is a person who has an important job in the community.
- Students will recognize the roles of community helpers and identify them in their neighborhood.

Essential Questions

- What are different kinds of weather?
- How does weather change through the seasons?
- How do people adapt to weather conditions?
- What is a community helpers?
- What roles do community helpers play?
- What are the physical features of a neighborhood?

Learning Objectives

Students will be able to:

- Recognize what the physical features of the neighborhood/community are.
- Identify, discuss and role play the duties of a range of community workers.
- Point to 6 different pictures of neighborhood workers after the teacher says the vocabulary out loud.
- Ask and answer to the question "Who is this?" in reference to neighborhood workers.
- Point to 4 different pictures of seasons after the teacher says the vocabulary out loud.
- Ask and answer to the question "What is the weather like today?" with a complete sentence in the target language.

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skill & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English, Language Arts;
- World languages;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Technology;
- Visual and Performing Arts.
- Social Studies, including American History, Eorld History, Geography, Government and Civics, and Economics.

21st Century/Interdisciplinary Themes

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

21st Century Skills

- 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

Smart Board, chromebook and internet to access websites with relevant Spanish Information.

Differentiation

- **Native Speakers**
    - Help the teacher model target vocabulary or coach peers during activity.
- **Special Education**
    - Allow students to point to a visual representation of the target vocabulary rather than saying the target vocabulary out loud.

Special Education

Visual examples of tools being used at the beginning of each lesson.

Pictures chart with project order put on the board to help students review what their respectabilities are for the project, reviewed at the beginning of each class.

- 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
- multi-sensory presentation
- multiple test sessions
- 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

Using thumbs up/down and other visual cues to check for student understanding when working on their Spanish work.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

- 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 workpresented 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

Students will be required to name a community helper in the target language.

Students will be required to name seasons and weather in Spanish.

- 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

Student folder, teacher made vocabularies list, handouts, etc

Ancillary Resources

Flash cards, posters, crossword puzzles and color worksheets.