

Unit 2 - Exploring My World at School – The Tools I Use to Do My Work at School

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

World Language: Kindergarten

Unit 2: Exploring My World at School - The Tools I Use to Do My Work at School

Belleville Board of Education

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Unit Overview

- Kindergarten students in the Belleville Public Schools live in a city whose inhabitants speak multiple languages. In order to continue encouraging students to explore their world, this unit's essential questions explore language diversity. Students will see that people from different areas of the world use different words to talk about the same things. The specific focus of language acquisition will be on the tools students use to do their work at school.

NJSLS

- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- 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.

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Exit Skills

Students will be able to ...

Interpretive Mode

- ...hear 7 classroom vocabulary words and color the corresponding picture with the color that the teacher says out loud.
- ...correctly take out classroom objects after the teacher gives the direction in the target language.
- ...take out 8 different colors after the teacher says the vocabulary word out loud.

Interpersonal Mode

- ...ask and respond to the question "What is that?" in the target language in reference to classroom objects.
- ...ask and respond to the question "What color is it?" in the target language in reference to colors and colors of classroom objects.
- ...ask classmates and teacher for a certain color crayon using a complete sentence in the target language. (I need...)

Presentational Mode

- ...express need for 6 classroom objects using a complete sentence in the target language during an activity. (I need...)
- ...trace the target vocabulary on paper.

Enduring Understanding

1. **People that live in different places of the world speak different languages.**

2. We can learn to talk about the things we use every day with different words and sounds.

Essential Questions

- Have you ever heard someone speak in another language?
- Why do some people speak a different language?
- How can we learn to talk about the things we use every day in our classroom in another language?

Learning Objectives

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.

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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.

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.RL.1.1	Ask and answer questions about key details in a text.
LA.1.CCSS.ELA-Literacy.SL.1	Speaking and Listening
SOC.K-4.6.1.4.D.j	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
SOC.K-4.6.1.4.D.k	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
SOC.K-4.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.K-4.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.K-4.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
TEC.PK.8.1.P.A.1	Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
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.
	Comprehension and Collaboration

Alignment to 21st Century Skills & Technology

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

- 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

- Google Earth
- Google Images
- 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

- **Special Education**
 - Reduce the amount of target vocabulary that the student is required to use in the acquired language.
 - Allow students to point to a picture of the correct object rather than saying the target vocabulary out loud.
 - Read each student's vocabulary word aloud if necessary.
 - Reduce the amount of words use if necessary.
 - Teacher may read written assessment out loud as necessary.

- **Native Speakers**
- Help the teacher model target vocabulary.
- Participate in peer coaching.

Special Education

- 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

- 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

- 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

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

Student Portfolio

Reading A-Z.com

Ancillary Resources

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