

Unit 3 - We Are Part of a Bigger World: We Explore the Changes in Our World

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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Unit 3 - We Are Part of a Bigger World: We Explore the Changes in Our World

1st Grade

Belleville Board of Education

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Unit Overview

In the opening units, learners acquired language in the context of their relationships and environment at school. This unit turns their attention to themselves as part of a bigger world. Students will compare the weather and seasonal patterns of different places of the world. Students will learn to use the target language to speak about the weather and seasons they experience throughout the year.

NJSLS

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 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.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.3 Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
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WL.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.
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 4 different pictures of seasons after the teacher says the vocabulary out loud.
- ...point to 4 pictures of seasons after the student sees the word in written form.
- ...perform the correct physical response to the corresponding season word in the target language.
- ...point to 8 different pictures of weather after the teacher says the vocabulary out loud.
- ...point to 5 pictures of weather after the student sees the word in written form.
- ...perform the correct physical response to the corresponding weather word in the target language.

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Interpersonal Mode

- ...ask and respond to the question "What is the weather like today?" with a complete sentence in the target language.

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Presentational Mode

- ...copy the target vocabulary on paper.
- ...use 8 weather phrases for communication during a TPRS activity.
- ...sing and participate in the motions for cultural songs in the target language.

Enduring Understanding

People experience weather and seasons differently depending on their location in the world.

Essential Questions

- Why do seasons change in Belleville, New Jersey?
- Are weather and seasons the same in all places of the world?
- How do they talk about weather and seasons in the country or countries where the target language is spoken?

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.

Interdisciplinary Connections

Interdisciplinary Standards

- SL.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
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 5.4.P.F.1 Observe and record weather.
- 5.4.2.F.1 Observe and document daily weather conditions and discuss how the weather influences your activities for the day.
- 5.4.12.F.2 Explain how the climate in regions throughout the world is affected by seasonal weather patterns, as well as other factors, such as the addition of greenhouse gases to the atmosphere and proximity to mountain ranges and to the ocean.
- 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 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.B.2 Identify, discuss, and role-play the duties of a range of community workers.
- 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 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.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
- 9.2.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- 9.3.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.3.4.A.3 Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.3.4.A.6 Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.
- 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.

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.

LA.1.CCSS.ELA-Literacy.L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.1.CCSS.ELA-Literacy.L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LA.1.CCSS.ELA-Literacy.SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.1.CCSS.ELA-Literacy.SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
SOC.6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
SOC.6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
SOC.6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
SOC.6.1.P.D.CS2	There are many different cultures within the classroom and community.
TEC.K-2.8.2.2.A.1	Describe how technology's products, systems and resources are useful tools at school, home and work.
TECH.8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.

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

- 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

- **Native Speakers**

- Help the teacher model target vocabulary or coach peers during activity.

- **Special Education**

- Provide extra time to complete classwork. Instruct aid to help in the copying process if needed.
- Allow students to point to a visual representation of the season words rather than saying the target vocabulary out loud.

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

ReadingA-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