

Unit 1- We Are a School Family: Being Friendly and Making Friends

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Unit 1- We Are a School Family: Being Friendly and Making Friends

1st Grade

Belleville Board of Education

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Unit Overview

First grade students in the Belleville Public Schools will encounter people from diverse cultural, social and economic backgrounds. This unit, with a focus that parallels the Social Studies curriculum, will equip them appreciate the value of diversity. The acquisition of the unit's target vocabulary will aid students in meeting new friends and the focus of the "Essential Questions" will allow them to value the friendships they make inside and outside the school setting.

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.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.

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.
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.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
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.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

- ... match 3 emotion phrases to the back of the corresponding picture in the target language.

Interpersonal Mode

- ... ask and respond to the question, "What is your name?" in the target language.
- ...ask and respond to the question, "How are you?" using 3 different answers in the target language.
- ...greet teacher and peers using 5 phrases pronounced correctly.
- ...greet teacher and peers according to the appropriate time of day.

Presentational Mode

- ...write the phrase that corresponds to 1 of 3 greeting pictures in the target language.
- ...write their name using a complete sentence in the target language.
- ...sing and participate in the motions for cultural songs in the target language.

Enduring Understanding

- We can learn valuable things from people that are different than us.
- Knowing another language is a valuable tool to help us in cross cultural communication.

Essential Questions

- What differences do you see among your classmates?
- Why are people different?
- What are ways you can be friends with people that are different and even speak different languages?
- What can happen to a person that learns to be friendly with people that are different?
- What can happen to a person that does not learn to be friendly with people that are different?

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.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.1.CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.1.CCSS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.1.CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
LA.1.CCSS.ELA-Literacy.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.
LA.1.CCSS.ELA-Literacy.SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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.K-4.6.1.4.A.i	The world is comprised of nations that are similar to and different from the United States.
SOC.K-4.6.1.4.A.j	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
SOC.K-4.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.K-4.6.1.4.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.
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.
SOC.K-4.6.3.4	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.K-4.6.3.4.1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

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.
- Google Earth
- Google Images

Differentiation

- 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.

- **Special Education**

- Student may complete a modified activity based on the lesson.

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

Sample Lesson

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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.

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)

Technology: Video (Resource #3)

Technology: multimedia presentation/SmartBoard (Resource #7)

Student Assessment/CFU's: Written Assessment #1 from World Language Assessment Packet.

Closing: 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 Alternative Resource
13. World Language 1st Grade Assessment Packet

21st Century Themes and Skills: Global Awareness, Critical Thinking and Problem Solving, 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 the teacher during the role play assessment by initiating the conversation with the second language learners.

- **Special Education**

- Student may complete Resource #12 in the place of Assessment #1, if needed.

Integration of Technology: Infuse technology! - Ideas to enhance discussion: Since you'll be talking about differences

among people talk about how people look different in different places of the world. Project **Google Earth** on a screen and take to different places of the world. On the same projection screen do an internet search (mention that the internet is useful for answering questions and research in order to tie into technology standards). Open up Google Images (make sure SafeSearch is set to Strict to avoid inappropriate content) and enter search words like 'child from Ecuador' or 'child from China' etc...to show them differences among people. Emphasize that differences are beautiful and should be appreciated. Lead students to the conclusion that you can benefit from knowing people that are different than you and that learning their language can help you even more.