Unit 1: All About Me

Content Area: **World Language**
Course(s): **World Language Gr. 2**
Time Period: **SeptOct**
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Status: **Published**

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Second Grade World Language

Unit 1: All About Me

Belleville Board of Education

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Unit Overview

In the first unit, students will acquire the skill to introduce themselves to peer in Spanish.

New Jersey Student Learning Standards (NJSLS)

Exit Skills

At the end of 1, students will be able to:

- Describe orally and in writing their and other's personality traits and physical appearance.
- Recite and recall vocabulary/phrases when describing people.
- Identify and label appropriate characteristics of a person orally and in written form.
- Differentiate between feminine and masculine adjectives when describing a person.

Enduring Understanding

- In the target language, I will introduce myself to an adult differently than I do to a peer.
- Students will be able to say their name, birth date, age, and favorite color.
- The Spanish language uses feminine and masculine adjectives for personality traits and physical.

Essential Questions

- Will students be able to demonstrate the communicative competence when sharing information about themselves?
- How can I best describe a person or group's personality traits?
- What makes me special?
- What is important about me?

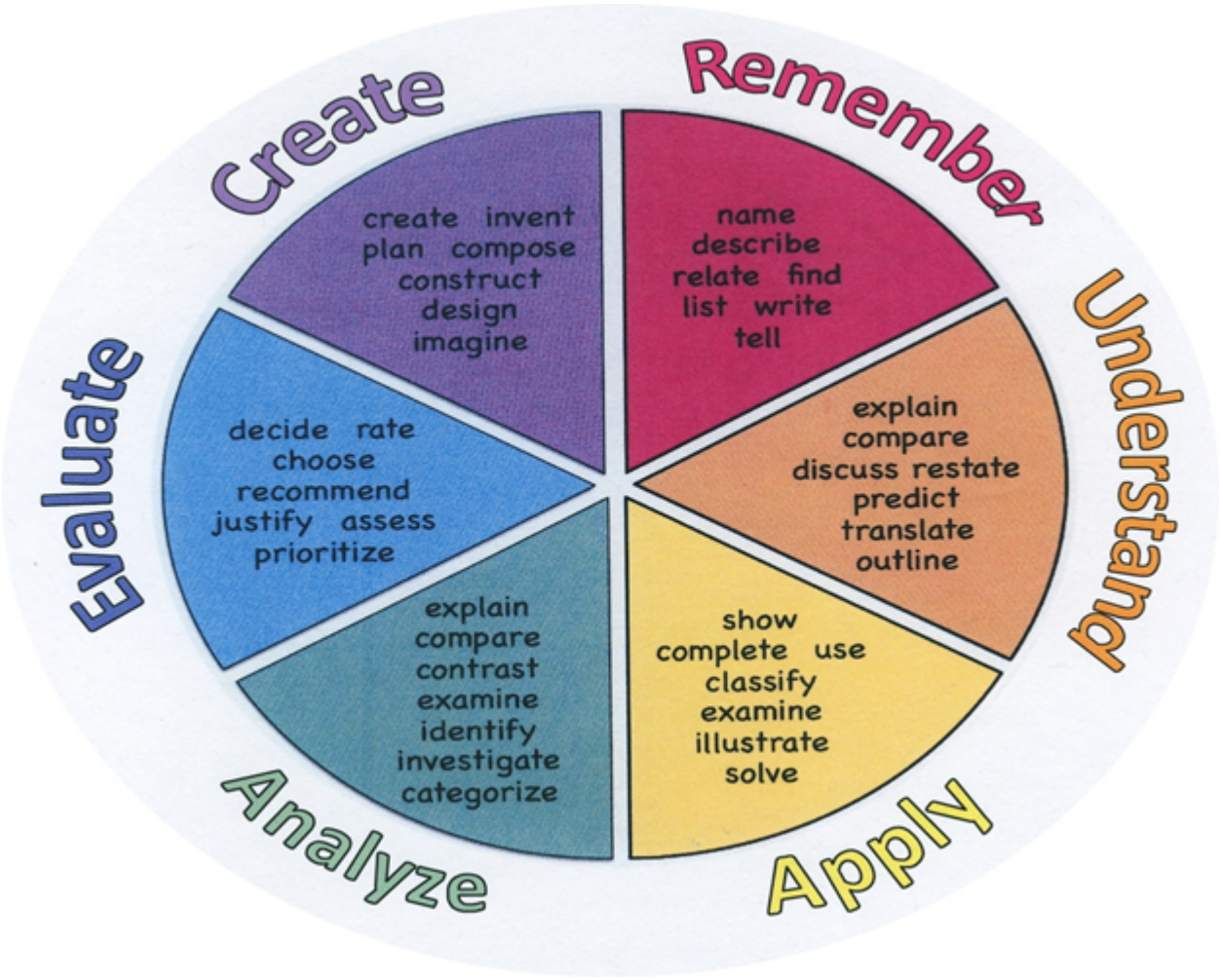
Learning Objectives

After completing this unit, students will be able to:

- Use descriptive words (adjectives) to describe themselves.
- Express their own personalities and actions.
- Understand similarities and differences between themselves and peers.
- Compose sentences describing themselves and their classmates.

Remember	Understand	Apply	Analyze	Evaluate	Create
	Classify	Choose			
	Defend	Dramatize			
	Demonstrate	Explain			
	Distinguish	Generalize			Combine
Choose	Explain	Judge	Categorize		Compose
Describe	Express	Organize	Classify		Construct
Define	Extend	Paint	Compare	Appraise	Design
Label	Give Examples	Prepare	Differentiate	Judge	Develop
List	Illustrate	Produce	Distinguish	Criticize	Formulate
Locate	Indicate	Select	Identify	Defend	Hypothesize
Match	Interrelate	Show	Infer	Compare	Invent
Memorize	Interpret	Sketch	Point out	Assess	Make
Name	Infer	Solve	Select	Conclude	Originate
Omit	Match	Use	Subdivide	Contrast	Organize
Recite	Paraphrase	Add	Survey	Critique	Plan
Select	Represent	Calculate	Arrange	Determine	Produce
State	Restate	Change	Breakdown	Grade	Role Play
Count	Rewrite	Classify	Combine	Justify	Drive
Draw	Select	Complete	Detect	Measure	Devise
Outline	Show	Compute	Diagram	Rank	Generate
Point	Summarize	Discover	Discriminate	Rate	Integrate
Quote	Tell	Divide	Illustrate	Support	Prescribe
Recall	Translate	Examine	Outline	Test	Propose
Recognize	Associate	Graph	Point out		Reconstruct
Repeat	Compute	Interpolate	Separate		Revise
Reproduce	Convert	Manipulate			Rewrite
	Discuss	Modify			Transform
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				

Predict



Interdisciplinary Connections

Suggested Activities & Best Practices

- Students recite feminine and masculine adjectives.
- Make a photo journal to share with their classmates in target language.
- Draw and describe themselves.
- Name a characteristic they like about a friend that is different from themselves.

Assessment Evidence - Checking for Understanding (CFU)

- List feminine and masculine adjectives.

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep

- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Student's portfolio.
- Teacher-made worksheets.

Ancillary Resources

- "What I like About Me" and "We're Different" picture book.

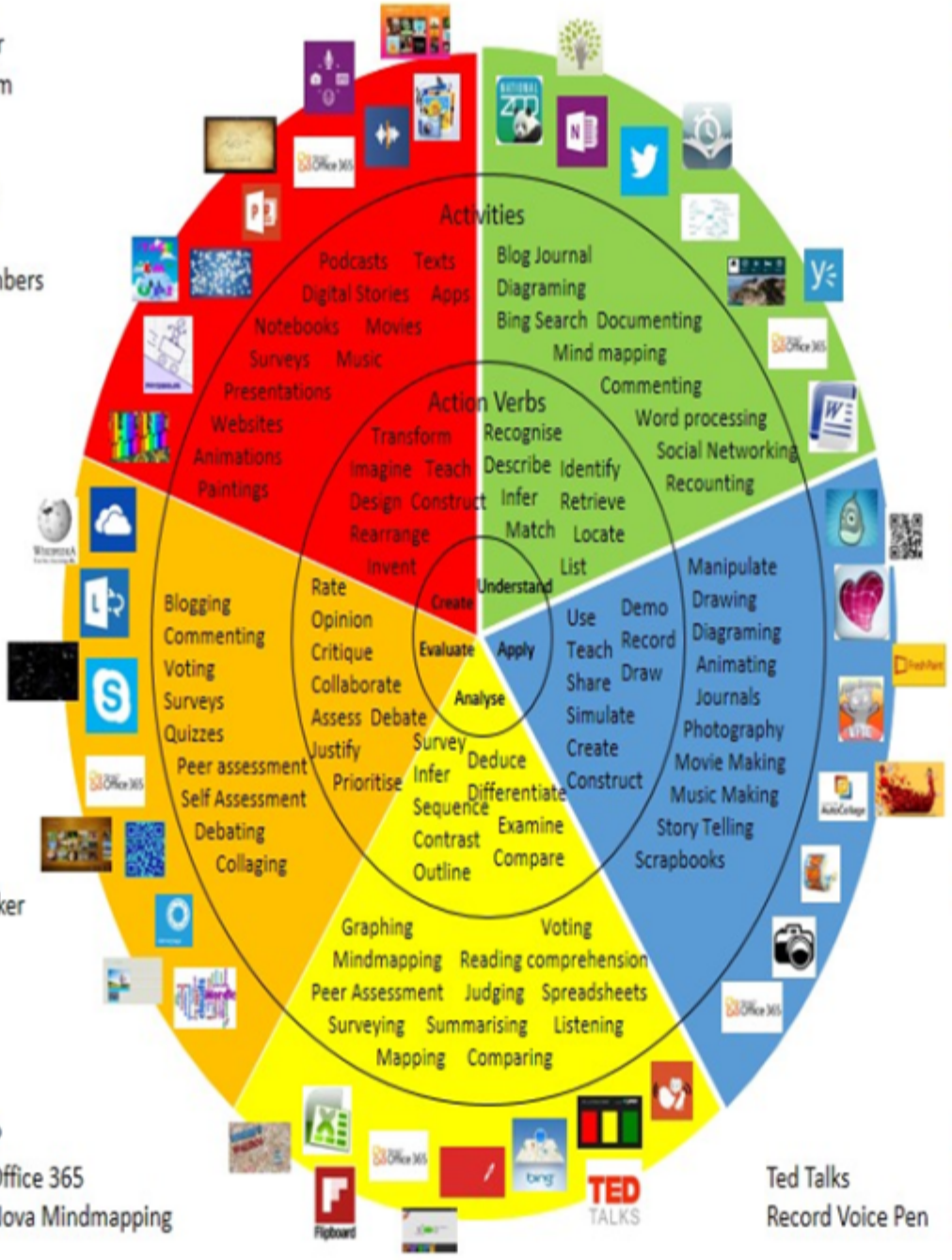
Technology Infusion

"What I like About Me" and "We're Different" picture book.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

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

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

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy

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

Differentiation

- Provide a list of adjectives with pictures in Spanish
- Repeated directions and small group assignments.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics

- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Extra time read questions on assessment.
- Directions repeated.

- 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
- Provide modifications as dictated in the student's IEP/504 plan
- 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

English Language Learning (ELL)

- Visual examples of tools being used at the beginning of each lesson.
- Students with a Spanish background can assist in vocabulary practice.

- 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

At Risk

- Students match adjectives with the picture about "All About Me".
- Students fill sentences, such as "I am …".

- 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

Talented and Gifted Learning (T&G)

- Students present an "All about Me" project in Spanish.
- Students present an oral project describing themselves.
- Students use Spanish adjectives correctly.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery

- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: "All about Me"

NJSLS: Attached below

Interdisciplinary Connection: Social Studies

Statement of Objective: SWDAT respond to the question using the phase "Who am I?" (¿Quién soy?).

SWDAT recognize the question using the phrase "I am…" ("Yo soy…").

Anticipatory Set/Do Now: Chorals of the feminine and masculine adjective vocabulary.

Learning Activity: Teacher will start with calendar activities.

Teacher will explain to students how we can use adjectives along with the phrase "I am" to describe physical qualities, personalities, nationality and occupations.

Teacher will point out that in Spanish to describe a female, we use an "a" at the end of the adjective, and to describe a male, we use an "o" at the end.

Student Assessment/CFU's: Singing, oral responses with use the PowerPoint and independent handout.

Materials: Smart Board, PowerPoint, vocabulary worksheet, pencil, crayons and song.

21st Century Themes and Skill: Communication and Collaboration.

Differentiation/Modifications: More time, leveled worksheets, individualized support, peer instruction and songs.

Integration of Technology: Use of Smart Board to display "flashcards" of different adjectives.

WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
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.B.C.1	Personal identity is developed through experiences that occur within one's family, one's

	community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.