

Unit 1 - Who I am. Who they are. (Personal Introductions)

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Course(s): **Sample Course**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Unit 1 - Who I am. Who they are. (Personal Introductions)

2nd Grade

Belleville Board of Education

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Unit Overview

2nd Grade students attending Belleville Public Schools live in a diverse community within an increasingly connected global society. In the first unit of this course students will analyze similarities and differences between their home culture and the culture of the target language. Students will also acquire target language skills that will allow them to introduce themselves to peers and respected adults.

NJSLS

World Language Standards

- Interpretive Mode
 - 7.1.NM.A.2- Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.
- Interpersonal Mode
 - 7.1.NM.B.3- Imitate appropriate gestures 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.
- Presentational Mode
 - 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Common Core Standards (ELA)

- [CCSS.ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [CCSS.ELA-Literacy.L.K.4a](#) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- [CCSS.ELA-Literacy.L.K.5a](#) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- [CCSS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- [CCSS.ELA-Literacy.RI.K.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- [CCSS.ELA-Literacy.W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
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.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

Exit Skills

Students Will Be Able To...

Interpretive Mode

1. ...answer 4 simple questions based on a short text in the target language.

Interpersonal Mode

1. ...ask and answer "What is your name?" (informal) with a complete sentence in the target language.
2. ...ask and answer "What is your name?" (formal) at appropriate times.

Presentational Mode

1. ...write their name in a complete sentence in the target language on top of classwork.

Enduring Understanding

- People from other countries lead lives that are both similar and different to my life.
- The differences between my culture and the culture of the target language are interesting and enrich global society.
- I can communicate with people from other countries and cultures.
- In the target language, I introduce myself to an adult differently than I do to a peer.

Essential Questions

- What are simple ways that my life (what I do within my community) is the same as the life of a child living in the country or countries of the target language?
- What are simple ways that my life (what I do within my community) is different than the life of a child living in a country or countries of the target language?
- How do people in the country or countries where the target language is spoken introduce themselves?
- How do children introduce themselves differently to adults than they do to playmates?
- How can I use the target language to meet new people from other cultures?

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

Reading:

CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Writing:

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Technology Standard(s)

- 8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)
- 8.1.2. A.4 Create a document with text using a word processing program.
- 8.1. P.C.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."

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Social Studies Standard(s)

- 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. P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.A.CS1	Understand and use technology systems.

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

- 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.
- These students can help the teacher model the dialogue in the target language.
- They can help the teacher model the target vocabulary and coach their peers.

Special Education

- Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading.

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

Unit Name: Unit 1- Who I am. Who they are. (Personal Introductions).

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- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Statement of Objective:

- Introduce following vocabulary: ¿Cómo te llamas? Me llamo _____.
- Consider using the following resources or activities to introduce vocabulary
 - Video- focusing on the target question ¿Cómo te llamas?
 - Modeling the conversation (i.e. Teacher models, puppets, heritage speakers, etc.)

Anticipatory Set/Do Now: Students can write target question and answer on a piece of paper if they need prompting. Small group is intended for students to have the opportunity to practice target vocabulary with several classmates.

Learning Activity:

- Instructor will introduce/review beginning of the class routine, being sure to include the following vocabulary:
 - Hola clase. ¿Cómo están? ¿Qué día es hoy? (teacher can give 2 answer choices when reviewing days of the week). Teacher can use additional words and phrases at his or her discretion.

- Consider using one or more of the following resources to conduct beginning of the class routine: Teacher can use a multimedia device, class calendar, other types of visuals and TPR.
- Instructor always has the option of omitting the beginning of the classroom routine if more instructional time needs to be devoted to unit material to ensure learner acquisition of unit material.
- Consider using the following suggested resources to review vocabulary:
- - Modeling
 - Small Group Activity- A suggested group activity is: Teacher provides images of different members in the community and asks students to choose the correct form to ask.
 - Review Game (i.e. “Matamoscas”)

Student Assessment/CFU's:

- Informal Checks For Understanding
 - Throughout class activities and routines
- Formal Formative Assessment(s)
 - 1- After watching a power point presentation that contains pictures and Spanish sentences about a child from Spain, students will have to answer simple questions in Spanish. Students will be graded according to the following rubric:
 - E if all four questions are correct.
 - One letter grade reduced for each incorrect answer.
 - 2- Teacher asks each student ‘¿Cómo te llamas?’ and students respond with a complete Spanish sentence. Students will be graded according to the following rubric:
 - E if response is correct, complete and reasonably understandable in Spanish.
 - G if response is correct after needing visual reminder of the meaning of the target question.
 - S if correct after given 2 options or a model of how to answer it.
 - N if incorrect after 2 cues or levels of scaffolding.
 - 3- Students will walk around the room asking and answering target questions. Students will have a way to identify who they are. (i.e. Some students will be police, teachers, friends, cousins...etc.) Students must ask the appropriate formal or informal version of the unit’s target question based on what type of formality the conversation requires. Students will be graded according to the following rubric:
 - E if student uses correct version of the target question.
 - S if student uses the incorrect version of the target question.
 - N if student gives no response.
 - 4- Teacher collects student work and grades written heading. Students will be graded according to the following rubric:
 - E if correct. 10 points off for each spelling error.

Materials:

- Cuentos Foneticos, Scholastic
- <http://www.calicospanish.com/games>
- ¡Bravo, bravo! - Level 1 - Canciones Student Book, Santillana USA
- ¡Bravo, bravo! - Level 2 - Animales Activity Book , Santillana USA

21st Century Themes and Skills: Global Awareness, Civic Liberty, Creativity and Innovation, Critical Thinking and Problem Solving, Communication, 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.
- These students can help the teacher model the dialogue in the target language.
- They can help the teacher model the target vocabulary and coach their peers.

Special Education

- Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading.

Integration of Technology: Multimedia resources (i.e. powerpoint, prezi and other internet resources)