Unit 5 - Who am I. Who they Are. Our Families.

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 5 - Who am I. Who they Are. Our Families.

2nd Grade

Belleville Board of Education

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Unit Overview

In Unit 5, second graders will memorize target language phrases to ask and answer questions about their family members. Unit coursework will help students review material covered in all previous units. Students will draw upon skills learned in the World Language and Language Arts classroom to write a letter to a student who speaks the target language.

NJSLS

World Language Standards

- Interpretive Mode
  - 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.

- Interpersonal Mode
  - 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. NH.C.2-Create and present brief messages, poems, rhymes, songs, short plays, or role-

plays using familiar vocabulary orally or in writing.

WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
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.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Exit Skills

Students Will Be Able To...

Interpersonal Mode

1. …ask and answer "Who is that?" with a complete sentence in the target language when talking about pictures of an immediate family (mom, dad, brother, sister, grandmother, grandfather)
2. …ask and answer "How many siblings do you have?" in the target language.
3. …ask and answer "What is your ____'s name?" with a complete sentence in the target language regarding their immediate family.

Interpretive Mode

1. …point to the picture of the correct family member after teacher says 1 of 6 family member words in the target language.

Enduring Understanding

- There are different types of families both in the United States and in the country or countries where the target language is spoken.
- Technology can help us communicate with students outside of our classroom.

Essential Questions

- What are families in the country or countries where the target language is spoken like?
- Are families in these countries similar/different to families in Belleville, NJ?
- How can I use the target language to communicate cross culturally regarding families?

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

Technology Standard(s)

- 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."
- 8.1.2. C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

Social Studies Standard(s)

- 6.1. P.D.1 Describe characteristics of oneself, one's family, and others differently.
- 6.1. P.D.2 Demonstrate an understanding of family roles and traditions.
- 6.1. P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1. P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4. D.19 Explain how people with different cultural or individual perspectives may interpret experiences and events differently.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Common Core Standards (ELA)

- CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)
- CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- 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.
- CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound letter

relationships.

Reading

Common Core Anchor Standards (Reading)

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

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.

Writing

CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Language

CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of Standard English grammar and

usage when writing or speaking.

[CCSS.ELA-Literacy.CCRA.L.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

[CCSS.ELA-Literacy.CCRA.L.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SOC.PK.6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
SOC.PK.6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
SOC.PK.6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
SOC.PK.6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
SOC.K-4.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
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.
TECH.8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
TECH.8.1.P.A.CS1	Understand and use technology systems.
TECH.8.1.P.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

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 21stcentury.

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 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

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 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- 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