

Unit 5 - My Community/Weather and Seasons

Content Area: **World Language**
Course(s): **Sample Course**
Time Period: **May/June**
Length: **8 weeks Grade 3**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

World Language

Grade 3 Unit 5

My Community/Weather and Seasons

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

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Board Approved: August 24, 2015

Unit Overview

This unit of world language study will help 3rd graders continue to compare their community to communities around world. The focus of this unit will be using the target language to communicate with others about weather. Instructors will highlight differences in weather patterns in various countries. Science topics will be explored as students discover how global position and altitude affect weather patterns in different places of the world. Students will finish analyzing similarities and differences between their home culture and culture of the target language

The 3rd Grade World Language course, In My Community, is designed to help students acquire language skills that will enable them to eventually function at ACTFL's Novice Mid Level. They will communicate, in the target language, using simple, memorized words and phrases to talk about familiar topics related to their community, calendar, seasons and weather. The course complements work that the students will do across other contents with particular connections to Social Studies, Math and Language Arts. In all of the World Language units, students will be introduced to boys and girls from around the world. Students will use stories, maps, pictures, and technology to discover elements of world culture and compare them to the culture in which they live. The course also includes a unit on numbers presented in a way that reinforces concepts students learn as a part of their mathematics curriculum.

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.

Standard(s)

World Language Standards

- Interpretive Mode
 - 7.1. NM.A.5- Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.
- Interpersonal Mode
 - 7.1.NH.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities
 - 7.1. NM.B.4-Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

○ Presentational Mode

- 7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Common Core Standards (ELA)

- [CCSS.ELA-Literacy.SL.K.1a](#) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- [CCSS.ELA-Literacy.SL.K.2](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- [CCSS.ELA-Literacy.SL.K.3](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- [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.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- [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.5c](#) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- [CCSS.ELA-Literacy.L.K.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- [CCSS.ELA-Literacy.L.1.4a](#) Use sentence-level context as a clue to the meaning of a word or phrase.
- [CCSS.ELA-Literacy.L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- [CCSS.ELA-Literacy.L.1.5a](#) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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.”

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.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1. P.D.3 Express Individuality and cultural diversity (e.g., through dramatic play).

Exit Skills

Students Will Be Able To...

1. ...ask and answer “What is the weather?” correctly using 1 of 9 weather phrases in the target language. Interpersonal Mode.
2. ...write the correct target vocabulary phrase next to 9 different pictures representations of weather. Presentational Mode.
3. ...listen to teacher say one of the phrases for weather and draw/circle a picture representation of it Interpretive Mode.
4. ...ask and answer “What season is it?” in a complete target language sentence. Interpersonal Mode
5. ...listen to teacher say one of the phrases for seasons and draw/circle a picture representation of it Interpretive Mode.
6. ...label a minimum of two months for each picture representations of the seasons Interpretive Mode

Enduring Understanding

- People from other countries associate seasons with holidays and traditions.
- A city’s altitude affects its average temperature.
- I can use the target language to communicate with others about weather.
- Seasons in the countries of the target language do not correspond exactly to seasons in our community.
- Seasons in the target language country may affect the way people work and enjoy themselves.

Essential Questions

- How can I use the target language to communicate with others about weather?
- Is weather the same around the world?
- What global dynamics affect weather?
- Why aren’t weather patterns the same in other countries?
- How does weather influence the culture and habits of the speakers of the target language?

Learning Objectives

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5. ...listen to teacher say one of the phrases for seasons and draw/circle a picture representation of it Interpretive Mode.
6. ...label a minimum of two months for each picture representations of the seasons Interpretive Mode
7. ...analyze the differences and effects of weather and climate on culture and traditions. Interpretive Mode

A. To lay a foundation of second language skills that will equip students to succeed at other levels of language learning.

B. To foster in students an enjoyment of a world language and an appreciation of cultural diversity.

C. To develop students' abilities to communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

D. To guide students in the development of healthy social interactions with diverse peers through the discussion of the course's "Essential Questions".

E. To allow students to see connections between language learning and their academic tasks in other subject areas.

F. To introduce the learners to the analysis of diverse cultural patterns and to compare them with their own cultural patterns.

Interdisciplinary Connections

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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

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

- TPR (Total Physical Response) and TPRS (Storytelling)

- Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.
- Use real objects, gestures, pictures, and other visuals to convey meaning.
- Focus on language that is concerned with functional situations and authentic utterances.
- Do not always insist on complete sentences, but mirror natural speech patterns.
- Adopt a conversational approach replicating “real” situations likely to occur.
- Teach vocabulary in context, including all kinds of idiomatic phrases.
- Use paired activities and small-group learning (cooperative learning groups).
- Use technology (including SmartBoards, multimedia presentations, turning point, video projection to share student work...etc).
- Use a variety of print and non-print materials.
- Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.
- Emphasize acceptable communication, rather than near-native pronunciation.
- Ensure a match between the learner and the language in terms of relevance and learning styles.
- Use games and activities that involve movement to aid in the teaching kinesthetic learning.
- Activation of prior knowledge through teacher led discussions.

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

Reading A-Z.com

Student made portfolio

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