

# Unit 3 - We Are All Connected - What Are The Things We Like?

Content Area: **World Language**  
Course(s): **Sample Course**  
Time Period: **JanFeb**  
Length: **8 weeks Grade 4**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

World Language

Grade 4 Unit 3

We Are All Connected- What Are The Things We  
Like?

**Belleville Board of Education**

**102 Passaic Avenue**

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Board Approved: August 24, 2015

## **Unit Overview**

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Learners continue their exploration of the target language by acquiring phrases to exchange information about their likes and preferences. Teachers will reinforce Language Arts elements by guiding students through a listening activity where students hear a story and complete comprehension tasks. The unit's essential questions will encourage students to see how they are connected to children from around the world through the shared experience of likes and dislikes.

The 4th Grade World Language course, *We Are All Connected*, 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 names, families, daily routines, likes and preferences, numbers, time and adjectives. The course complements work that the students will do across other contents with particular connections to Language Arts, Math and Social Studies. Our course borrows its title from the first unit of the Language Arts curriculum. The essential questions and enduring understandings that frame each unit will help students explore the things that connect their culture to cultures from around the world. 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.

**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.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
  - 7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- Interpersonal Mode
  - 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.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## Common Core Standards (ELA)

- [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.RF.K.4](#) Read emergent-reader texts with purpose and understanding.
- [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.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.2d](#) Spell simple words phonetically, drawing on knowledge of sound letter relationships.
- [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.SL.K.4](#) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- [CCSS.ELA-Literacy.SL.K.5](#) Add drawings or other visual displays to descriptions as desired to provide additional details.
- [CCSS.ELA-Literacy.SL.K.6](#) Speak audibly and express thoughts, feelings, and ideas clearly.

### 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.

## Exit Skills

Students Will Be Able To...

- ...ask and answer "Do you like \_\_\_\_\_?" in a complete target language sentence in regards to preference for food. Interpersonal Mode
- ...point to the correct picture of a food item after teacher says 1 of 10 vocabulary words in the target language. Interpretive Mode
- ...point to the correct picture when the teacher says 1 of 5 verbs in the target language. Interpretive Mode
- ...answer comprehension questions based on a short target language text. Interpretive Mode.

## **Enduring Understanding**

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- People from other countries like many of the things I like.
- People from other countries sometimes like different things than I like.
- Other cultures' unique likes/preferences aren't strange or bad. They are different.

## **Essential Questions**

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- · Do children from other countries like the same things I do?
- · What do children in (name of target speaking country) generally like?
- · How can I use target language to exchange information about likes and dislikes?

## **Learning Objectives**

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### **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.

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- ...answer comprehension questions based on a short target language text. Interpretive Mode.
- ...create visuals in the form of posters or Power Point on likes and dislikes. Presenttional 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 foreign 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

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## **21st Century/Interdisciplinary Themes**

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness
- Health Literacy

## **21st Century Skills**

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- 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**

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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**

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- 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

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- 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

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- 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**

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- 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**

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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**

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Reading A-Z.com

Student portfolio

## **Ancillary Resources**

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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