

Unit 1 - We Are All Connected - The Families We Love

Content Area: **World Language**
Course(s): **Sample Course**
Time Period: **SeptOct**
Length: **Sample Length & Grade Level**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

World Language

Grade 4 Unit 1

We Are Connected - The Families We Love

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

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Board Approved: August 24, 2015

Unit Overview

Fourth grade students will start their target language course by learning to use phrases to talk about the names of other people including their family members. Teachers will reinforce Language Arts elements guiding students through reading short target language text to answer questions regarding names of individuals.

Students will also have the chance to present information to the class regarding their family members. 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 family life.

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.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.
- [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.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
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- [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.

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.2 Demonstrate an understanding of family roles and traditions.

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 your name?” using a complete target language sentence. Interpersonal Mode
2. ...answer questions that start with “How are you?” based on written text. Presentational Mode
3. ...ask and answer “What is your _____'s name?” based on family members. Interpersonal Mode
4. ...ask and answer "How is your _____?" based on words for family members. Interpersonal Mode

Enduring Understanding

- Children in some countries have a sense of family that includes many relatives and relationships.
- In all cultures our families give us a sense of belonging.
- Many of our traditions are part of being a family member.

Essential Questions

- How do names differ between the speakers of English and speakers of the target language?
- How can I use the target language to exchange information about families and names?
- How do family relationships differ among cultures?
- Why is there a special bond among family members in all cultures?

Learning Objectives

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.

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Students Will Be Able To...

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2. ...answer questions that start with “How are you?” based on written text. Presentational Mode
3. ...ask and answer “What is your _____'s name?” based on family members. Interpersonal Mode
4. ...comprehend the opportunities that derive from learning about people and their families from other cultures. Interpersonal 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

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 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

Sample Lesson

Children Around The World

- **Subject:** History/World Language
- |
- **Grade:** 4
- |
- **Duration:** Two class periods
-

Objectives

Students will understand the following:

1. The privileges and responsibilities of childhood vary from culture to culture.

Materials

For this lesson, you will need:

- Trade books and reference materials (including online sources) about children in at least four cultures outside the United States
- Computer with Internet access

Procedures

Once easier to define, the term *family* is now a challenging concept in the United States, where families take many forms. Given globalization, the term *family* will undoubtedly need further clarification as cultures around the world experience one another up close. Tell students that you want them to research

1. one aspect of family—the role of children—in a variety of cultures outside the United States. With a world map available as a resource, ask students, "If you could look at any part of the world, where would you want to go to learn about the role of children?" The four parts of the world covered in the documentary *People around the World* are

- river towns on the Nile,
- a rain forest in South America,
- a Tibetan plateau, and
- a Bangladesh rice farm.

However, you may feel free to have your students range further afield or stay closer to home in studying

2. children in other cultures. Before setting students loose on reference materials, determine the things they are particularly interested in learning about their peers in other parts of the world so that they can focus their research. Here are some questions students may want to concentrate on:

- What kind of and how much education do children in the other culture get?
- In what kind of home do the children live?
- What, if any, high-tech tools do children have?
- What kind of work are children expected to do to help the family?

- 3.
4. Go over with students the trade books, reference books, and Web sites you have identified for them to

explore, depending on which culture they are investigating.

Teach students the rudiments of research:

- Writing down the name of the source that provides information
- Looking for facts and opinions that answer their research questions
- Writing down in one's own words facts and opinions from the source

5.

Let students who are investigating the same culture work together, learning, first, to share reference

6. materials and responsibilities and, then, to share findings.

Ask each group to select one student to represent it in a panel discussion on children around the world, for

7. which you will be the moderator.

Go over the basics of panel discussions:

- The panel is made up of experts on a preselected topic.
- The discussion consists mostly of responses by the members of the panel to questions and comments from a moderator and from other members of the panel.
- The questions can ask for facts or opinions.

8.

Ask students what they think the moderator's responsibilities are. Explain the responsibilities as follows, if necessary, so that students will understand why you, as moderator, do what you do:

- Setting up the room or auditorium to make discussion easy and to help the audience hear questions and responses
- Explaining why the panel has been brought together
- Introducing each member of the panel (There should be a name tent, or placard, for each panelist to sit behind.)
- Clearly stating each question, directing it to the panel at large or to one individual, then giving other members of the panel a chance to respond
- Calling on panelists who indicate they have questions for one another
- Noting for the audience what points panelists seem to agree on and what points they seem to disagree on
- Watching the time and eliminating some planned questions if necessary
- Opening the floor to questions from the audience
- Summing up the discussion and thanking participants and audience members

9.

Go on to elicit or state the responsibilities of each member on the panel of child experts, as follows:

- Becoming very familiar with the details of how children are raised and what their responsibilities are in a specific culture by doing research in primary and secondary sources
- Preparing to respond to the overarching topic of the panel—the role of children in a given culture
- Contributing to the discussion by listening actively and indicating that he or she has questions or comments about what another member has said
- Giving copanelists time to respond; that is, not monopolizing the discussion

10.

Proceed with the panel discussion. See "Evaluation," regarding a postmortem on the strengths and

11. weaknesses of the participants.

Adaptations

You will need to identify pictorial sources to use when asking students to describe childhood in other cultures.

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Discussion Questions

1. How do the geography and seasons of the regions studied affect children's lives there?

In general, what do you think of the jobs the children in the regions studied have to do? Debate whether or

2. not the way the jobs are divided among the boys and girls in the regions studied is fair.

3. Compare and contrast your pets to the kind of pets children elsewhere in the world have.

Discuss advantages and disadvantages of living in a modern versus remote culture. Can people really be

4. happy in either culture?

How would you go about modernizing the culture of the regions studied if the people were receptive to the

5. idea?

6. How do children in other parts of the world show respect for their elders?

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Evaluation

With the students who will be in the audience for the panel discussion, consider developing an evaluation chart that they can each use to rate each participant. Qualities on which participants might be rated include the following:

- Familiarity with details of the culture under investigation
- Clear, easy-to-hear speaking skills
- Level of participation
- Quality of questions asked of other panelists

You may suggest that students use symbols to indicate how a participant performs on each measure—perhaps "+" for "good," "?" for "poor," and "*" for "excellent."

Collect the evaluation sheets. Review them, keeping your own evaluations of each student in mind. Meet with each participant individually to discuss the strengths and weaknesses.

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Extensions

Playtime

Ask students to create original games they might play if they lived in an isolated part of the world. Have students use materials on hand for props or equipment and teach the game to their classmates or to students in another class.

Public Opinion

Lead students through the process of polling people of various ages to determine their feelings and thoughts about children in their cultures.

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Suggested Readings

A is for Africa

Ifeoma Onyefula, Cobblehill Books, 1993

This Nigerian author's book of words and pictures shows us the many faces and worlds of African people.

Africa (Eyewitness Books)

Yvonne Ayo, Dorling Kindersley Books, 1995

Beautiful illustrations and brief descriptions describe life in Africa. Read about the social life and customs, history, clothes, myths, medicine, houses, musical instruments, and food of Africa.

Everybody Cooks Rice

Norah Dooley, Carolrhoda Books, nc., 1991

This wonderful story tells how rice is cooked in many different ways by families from different cultures. Try the many different recipes given at the end of the story!

Count Your Way Through Africa (through Korea, China, Germany, India, Israel, Italy, Japan, Mexico, Russia and the Arab world)

Carolrhoda Books, 1987-90

This is a wonderful series of books. In each one, you learn to read and pronounce the numbers from one

through ten in these different languages as you learn about the land and people of the country.

Kathy Devine, teacher, Viers Mill Elementary School, Rockville, Maryland.

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Overview/Rationale

Fourth grade students will start their Spanish course by learning to use phrases to talk about the names of other people including their family members. Teachers will reinforce Language Arts elements guiding students through reading short Spanish text to answer questions regarding names of individuals. Students will also have the chance to present information to the class regarding their family members. 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 family life.

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 - 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.
- [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.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- [CCSS.ELA-Literacy.L.K.5](#) With guidance and support from adults, explore word relationships and nuances in word meanings.
- [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.

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.2 Demonstrate an understanding of family roles and traditions.

6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).