

Swedesboro-Woolwich School District



Cultural Media Arts Literacy

Grade: 2

Unit 3: World Language & Research

Number of Days: Trimester 3 (11 Days)

Unit Overview

Students will begin their world language unit and will continue their cultural conversations from the previous unit. They will explore the languages, cultures, traditions, and more associated with various cultures. Students will also utilize Duolingo to have exposure and basic understandings of the Spanish Language. Additionally students will utilize reading as a means of personal growth, be able to locate, select and retrieve a variety of printed materials for reading, and develop strategies for effective information retrieval. All students will be able to understand, analyze, evaluate, synthesize and apply appropriate information effectively and access technological resources independently. All students will acquire an appreciation of the Library media Center as a life-long learning environment.

Critical Knowledge and Skills

Objectives:

- I can identify and discuss various cultures through literature and website exploration.
- I can identify a few memorized words related to the identified language.
- I can use pictures and gestures to identify and locate different countries on a map as it relates to the grade level identified language.
- I can respond to simple questions in the identified language.
- I can share and present my knowledge of the culture and language learned with support from the teacher.
- I can utilize multiple resources (i.e.: books, websites, Duolingo) to make connections about the culture and community I learned.

Essential Questions

- Why is it important to learn about and appreciate different cultures?
- How can communication be impacted by the level of cultural understanding among individuals?
- How does brainstorming create new ideas?
- Why is it important to collaborate with other individuals?

Enduring Understandings:

- In order to avoid bias and ensure all individuals and groups are respected and considered, it is important to maintain awareness of cultural differences that exist in society.
- Students regularly think of ideas that solve problems in new and different ways and should be encouraged to consider unconventional ideas as solutions to issues, tasks or problems.
- Seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace.

Resources

- [How to Catch a Dragon](#) by Adam Wallace and slideshow of China w/dragon activity
- [Komodo Dragons](#) (read aloud on Epic) and map review of Indonesia
- [Spain](#) by Charlotte Guillain and flag coloring
- [The Water Princess](#) by Susan Verde and [activities](#)
- Displays and posters for active listening.
- Award winning literature culmination
- Non-fiction texts for location skills
- Online catalog use
- Genre- biography using person such as Mae Jemison and poem
- Collaborative research using different sources
- Book swap
- Library inventory /Author study e.g. Jan Brett
- Using labels/posters as resources around the room in Spanish
- Holiday celebrations
- maps/globes
- ELL Resources
 - Display words in native languages around the library
 - Show videos with conversational library skills in native language
 - Incorporate books and discussions about cultural traditions and holidays
 - Teach digital literacy skills – including how to navigate online resources for language learning

Main Activities & Assessments

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/Assignments |
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| <ul style="list-style-type: none"> ● Teacher observation w/anecdotal notes ● Turn and Talk ● Self-Evaluations ● Graphic Organizers ● Sharing Strategies ● Skills checklists ● Group Conversations ● Demonstrations ● Conferences ● Observations ● | <ul style="list-style-type: none"> ● Trimester Assessment ● Exit Tickets ● Common Summative Assessments ● Open-Ended Responses ● End of Unit Assessment ● Project Based Assignments ● ACCESS for ELL's Assessment | <ul style="list-style-type: none"> ● Students in this course will be considered Novice Low which means students will be expected to communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school, and home. Assessments to determinant this knowledge will include: <ul style="list-style-type: none"> ● DuoLingo ● Class readings and projects ● Exit tickets | <ul style="list-style-type: none"> ● Embedded through possible resources as listed above ● Countries of the World ● <i>A Ticket Around the World</i> by Natalia Diaz & Melissa Owens ● <i>Me on the Map</i> by Joan Sweeney ● Label Map with Oceans, Continents, Hemispheres, Equator ● Where in the World Do I Live activities ● Compas Rose/Directions ● Kinesthetic World Map Activity ● Review Greetings from the "Hello Song" ● A Trip to North America |

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| | | <ul style="list-style-type: none"> • Teacher and peer observations • Class conversations in Spanish language • Presentations regarding language and the culture • Rubrics and directions will be provided for assignments • Teacher Checklist of expected behaviors | <ul style="list-style-type: none"> • Games • Artwork/Crafts • <i>Totem Tale</i> by Deb Vanasse • <i>The Legend of the Paintbrush</i> by Tomie dePaola • <i>North America</i> by Libby Koponen • <i>North America</i> by Rebecca Olien • <i>Explore North America</i> by Molly Aloian • <i>Rookie Reader: North America</i> by Madeline Donaldson • National Geographic Kids • Kids World Travel Guide • <i>Australia & Oceania</i> by Mel Friedman • <i>Over in Australia: Amazing Animals Down Under</i> by Marianne Berkes • <i>Australia</i> by Rebecca Olien • <i>Australia</i> by Madeline Donaldson • <i>Rookie Reader: Australia</i> by Allan Fowler • <i>Koala Lou</i> by Mem Fox • Australia Country Profile National Geographic Kids • |
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| Possible Assessment and Instructional Modifications | | | |
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| <u>Special Education</u> | <u>At-Risk (Math Strategies and ELA Strategies)</u> | <u>Gifted</u> | <u>English Language Learners</u> |
| <p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> • Provide visual aids and anchor charts • Highlight key directions • Preview content and concepts • Highlight text or modeled writing • Preferential seating • Small group setting • Alternative assessments | <p>The possible list of modifications/accommodations can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> • Preferential seating • Reduction of distractions • Answers to be dictated • Use a consistent routine • Modify instructional strategies such as | <ul style="list-style-type: none"> • Asking questions which prompt students to think about their own thinking process, (successes and challenges). Provide choice of activity, presentation, and groups among appropriate projects. • Extend activities as appropriate. • Extend readings by offering varying and different text, including nonfiction, that is on a student's Lexile Level. | <ul style="list-style-type: none"> • Continue practicing vocabulary • Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for comprehension) |

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| <ul style="list-style-type: none"> • Guided Reading • Varying organizers for instructions • Flexible groupings • Student choice in activities • Consult with OT • Teacher modeling • Extended time | <p>guided reading, small group opportunities, peer support</p> <ul style="list-style-type: none"> • Additional visuals • No penalty for spelling errors or sloppy handwriting | <ul style="list-style-type: none"> • Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing information. • Increase connections - Asking students questions that ensure the ability to apply new learning to their lives. | <p>assessment)</p> |
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Interdisciplinary Connections

Life Literacies and Key Skills Standards:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6.,n 8.2.2.ED.2).

Career Awareness, Exploration, and Preparation

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Theater Standards:

- 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theater work informally to peers/audience and participate in the process.

World Language Standards

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

ELA Standards:

- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- 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.
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

| | Cross-Curricular Connections | | | | | |
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| World Language | Technology Integration and Literacy | Climate Change | Amistad Law | Holocaust Law | LBGT Law | Asian Pacific Islander |
| Review basic words and phrases in Spanish for things such as the alphabet, numbers, days of the week, seasons, etc. Practice physical actions or hand | Online links and possible resources for the integration of technology into lessons are embedded within the “Possible Resources and | Students in Cultural Literacy will be exposed to articles, books, and information from around the world as it relates to climate change. In addition, they will learn how to | Students may check out or research books and authors of African American cultures including, but not limited to: ● Sulwe by Lupita Nyong'o ● Hair Love by | Students may check out or research books and authors of Jewish cultures including, but not limited to: ● The Tree in the Courtyard: Looking Through Anne Frank's | Students may check out or research books which promote positive gender identities and authors who are part of the LGBTQ+ community including, | Students may check out or research books and authors of Asian Pacific Islander cultures (ie: Chinese, Japanese, Indian, Hawaiian, South East Asian, and |

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| <p>gestures to simple oral directions.</p> <p>Discuss different cultures around the world and their heritage through books.</p> | <p>Activities” column for each Topic area.</p> <p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. (Grades K-2)</p> | <p>research using some of the resources provided by the state below:</p> <ul style="list-style-type: none"> ● Global, needs, wants ● Geography, Humans, and Environment Social Studies) ● GLOBE Water Module available in multiple languages) ● NASA Climate Kids | <p>Matthew A. Cherry</p> <ul style="list-style-type: none"> ● Ruby Bridges Goes to School: My True Story by Ruby Bridges ● Dancing in the Wings by Debbie Allen ● Rosa by Nikki Giovanni ● He’s Got the Whole World in His Hands by Kadir Nelson ● Aunt Harriet’s Underground Railroad in the Sky by Faith Ringold ● Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly <p>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</p> | <p>Window by Jeff Gottesfeld</p> <ul style="list-style-type: none"> ● I Will Come Back For You: A Family in Hlding During World War II by Marisabina Russo ● Hanna’s Suitcase: The Quest to Solve the Holocaust Mystery by Karen Levine ● I Am A Star by Inge Auerbacher ● When Hitler Stole Pink Rabbit by Judith Kerr ● Jewish Authors including (Judith Kerr, Judy Blume, Louis Sacher, Francesca Simon, and more) <p>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</p> | <p>but not limited to:</p> <ul style="list-style-type: none"> ● 1,2,3: A Family Counting Book by Bonnie Combs ● 10,000 Dresses by Marcus Ewert ● And Tango Makes Three by Justin Richardson and Peter Parnell ● Best Best Colors: Los Mejores Colores by Eric Hoffman ● Call Me Tree/Llamame arbol by Maya Christina Gonzalez ● This Day in June by Gayle E. Pitman ● Families by Susan Kuklin <p>During the World Language unit, students will learn about how every culture has different and unique family upbringings and cultural traditions.</p> | <p>Muslim) including, but not limited to:</p> <ul style="list-style-type: none"> ● Hot Pot Night by Vincent Chen ● Eyes That Kiss in the Corners by Joanna Ho ● Natsumi by Susan Lendroth ● Gibberish by Young Vo ● Friends are Friends Forever by Dane Liu ● Ten Blocks to the Big Wok: A Chinatown Counting Book by Ying-Hwa Hu ● ‘Ohana Means Family by Llima Loomis ● Bilal Cooks Daal by Aisha Saeed ● The Katha Chest by Radhiah Chowhurdy ● Priya Dreams of Marigolds and Masala by Meenal Patel <p>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</p> |
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