

## Swedesboro-Woolwich School District's Cultural Literacy Curriculum Guidance Document

### GRADE 1 – Unit 3 World Language and Research

#### Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

#### Unit/Module 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.

#### Standards Covered in Current Unit/Module

##### Related Standards and Learning Goals

##### 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.

#### ELA Standards:

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. opportunity to integrate climate change education.
  - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

## Swedesboro-Woolwich School District's Cultural Literacy Curriculum Guidance Document

### 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

### Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	Critical Knowledge & Skills	Possible Resources & Activities	Major Activities/Assignments
Unit 3 = 11 Days	<b>Objectives:</b> <ul style="list-style-type: none"> <li>● I can identify and discuss various cultures through literature and website exploration.</li> <li>● I can identify a few memorized words related to the identified language.</li> <li>● I can use pictures and gestures to identify and locate different countries on a map as it relates to the grade level identified language.</li> <li>● I can respond to simple questions in the identified language.</li> <li>● I can share and present my knowledge of the culture and language learned with support from the teacher.</li> <li>● I can utilize multiple resources (i.e.: books, websites, DuoLingo) to make connections about the culture and community I learned.</li> </ul> <b>Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is it important to learn about and appreciate different cultures?</li> </ul>	<ul style="list-style-type: none"> <li>● How to Catch a Dragon by Adam Wallace and slideshow of China w/dragon activity</li> <li>● Komodo Dragons (read aloud on Epic) and map review of Indonesia</li> <li>● Spain by Charlotte Guillain and flag coloring</li> <li>● The Water Princess by Susan Verde and activities</li> <li>● Displays and posters for active listening. ● Award winning literature culmination</li> <li>● Non-fiction texts for location skills</li> <li>● Online catalog use</li> <li>● Genre- biography using person such as Mae Jemison and poem</li> <li>● Collaborative research using different sources</li> <li>● Book swap</li> <li>● Library inventory /Author study e.g. Jan Brett</li> <li>● Using labels/posters as resources around the room in Spanish</li> <li>● Holiday celebrations</li> <li>● maps/globes</li> <li>● ELL Resources <ul style="list-style-type: none"> <li>○ Display words in native languages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Countries of the World</a></li> <li>● A Ticket Around the World by Natalia Diaz &amp; Melissa Owens</li> <li>● Me on the Map by Joan Sweeney</li> <li>● Label Map with Oceans, Continents, Hemispheres, Equator</li> <li>● Where in the World Do I Live activities</li> <li>● Compass Rose/Directions</li> <li>● <a href="#">Kinesthetic World Map Activity</a></li> <li>● Review Greetings from the “Hello Song”</li> <li>● <a href="#">A Trip to North America</a></li> <li>● Teacher and peer observations</li> <li>● Class conversations in Spanish language</li> <li>● Presentations regarding language and the culture</li> <li>● Rubrics and directions will be provided for assignments</li> <li>● Teacher Checklist of expected behaviors</li> <li>● Games</li> <li>● Artwork/Crafts</li> <li>● Totem Tale by Deb Vanasse</li> <li>● The Legend of the Paintbrush by Tomie dePaola</li> </ul>

## Swedesboro-Woolwich School District's Cultural Literacy Curriculum Guidance Document

<ul style="list-style-type: none"> <li>How can communication be impacted by the level of cultural understanding among individuals?</li> <li>How does brainstorming create new ideas?</li> <li>Why is it important to collaborate with other individuals?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace.</li> </ul>	<ul style="list-style-type: none"> <li>around the library</li> <li>Show videos with conversational library skills in native language</li> <li>Incorporate books and discussions about cultural traditions and holidays</li> <li>Teach digital literacy skills – including how to navigate online resources for language learning</li> </ul>	<ul style="list-style-type: none"> <li>North America by Libby Koponen</li> <li>North America by Rebecca Olien</li> <li>Explore North America by Molly Aloian</li> <li>Rookie Reader: North America by Madeline Donaldson</li> <li><a href="#">National Geographic Kids</a></li> <li><a href="#">Kids World Travel Guide</a></li> <li>Australia &amp; Oceania by Mel Friedman</li> <li>Over in Australia: Amazing Animals Down Under by Marianne Berkes Australia by Rebecca Olien</li> <li>Australia by Madeline Donaldson</li> <li>Rookie Reader: Australia by Allan Fowler</li> <li>Koala Lou by Mem Fox</li> <li><a href="#">Australia Country Profile National Geographic Kids</a></li> </ul>
--	---	---

### Cross-Curricular Connections Specific to Cultural Literacy

Interdisciplinary Connections	Technology Integration and Literacy	<a href="#">Climate Change</a>	<a href="#">Amistad Law</a> (Required in Social Studies Curriculum)	<a href="#">Holocaust Law</a> (Required in Social Studies Curriculum)	<a href="#">LGBT Law</a> (For Social Studies, Science, or ELA)	<a href="#">Asian Pacific Islander</a> (inclusion of texts)
<p><i>Review basic words and phrases in Spanish for things such as the alphabet, numbers, days of the week, seasons, etc.</i></p> <p><i>Practice physical actions or hand gestures to simple oral directions.</i></p>	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i></p> <p><i>8.2.2.EC.1: Identify and compare</i></p>	<p><i>Students 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 research using some of the resources provided by the state.</i></p> <p><i>Math Standards Connected to Climate</i></p>	<p><i>Students may check out or research books and authors of African American cultures including, but not limited to:</i></p> <ul style="list-style-type: none"> <li><i>Sulwe by Lupita Nyong'o</i></li> <li><i>Hair Love by Matthew A. Cherry</i></li> <li><i>Ruby Bridges</i></li> </ul>	<p><i>Students may check out or research books and authors of Jewish cultures including, but not limited to:</i></p> <ul style="list-style-type: none"> <li><i>The Tree in the Courtyard: Looking Through Anne Frank's Window by Jeff Gottesfeld</i></li> <li><i>I Will Come Back For You: A Family in</i></li> </ul>	<p><i>Students may check out or research books which promote positive gender identities and authors who are part of the LGBTQ+ community including, but not limited to:</i></p> <ul style="list-style-type: none"> <li><i>1,2,3: A Family Counting Book by Bonnie Combs</i></li> <li><i>10,000 Dresses by</i></li> </ul>	<p><i>Students may check out or research books and authors of Asian Pacific Islander cultures (ie: Chinese, Japanese, Indian, Hawaiian, South East Asian, and Muslim) including, but not limited to:</i></p> <ul style="list-style-type: none"> <li><i>Hot Pot Night by Vincent Chen</i></li> <li><i>Eyes That Kiss in the</i></li> </ul>

## Swedesboro-Woolwich School District's Cultural Literacy Curriculum Guidance Document

Discuss different cultures around the world and their heritage through books.	technology used in different schools, communities, regions, and parts of the world. (Grades K-2)	<p><i>Change:</i></p> <ul style="list-style-type: none"> <li>1.OA.1 and 2</li> <li>1.DL.A.1</li> </ul> <p><i>ELA Standards Connected to Climate Change:</i></p> <ul style="list-style-type: none"> <li>W.IW.1.2</li> <li>SL.PE.1.1</li> </ul>	<p><i>Goes to School: My True Story by Ruby Bridges</i></p> <ul style="list-style-type: none"> <li><i>Dancing in the Wings by Debbie Allen</i></li> <li><i>Rosa by Nikki Giovanni</i></li> <li><i>He's Got the Whole World in His Hands by Kadir Nelson</i></li> <li><i>Aunt Harriet's Underground Railroad in the Sky by Faith Ringold</i></li> <li><i>Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly</i></li> </ul> <p><i>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</i></p>	<p><i>Hiding During World War II by Marisabina Russo</i></p> <ul style="list-style-type: none"> <li><i>Hanna's Suitcase: The Quest to Solve the Holocaust Mystery by Karen Levine</i></li> <li><i>I Am A Star by Inge Auerbacher</i></li> <li><i>When Hitler Stole Pink Rabbit by Judith Kerr</i></li> <li><i>Jewish Authors including (Judith Kerr, Judy Blume, Louis Sacher, Francesca Simon, and more)</i></li> </ul> <p><i>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</i></p>	<p><i>Marcus Ewert</i></p> <ul style="list-style-type: none"> <li><i>And Tango Makes Three by Justin Richardson and Peter Parnell</i></li> <li><i>Best Best Colors: Los Mejores Colores by Eric Hoffman</i></li> <li><i>Call Me Tree/Llamame arbol by Maya Christina Gonzalez</i></li> <li><i>This Day in June by Gayle E. Pitman</i></li> <li><i>Families by Susan Kuklin</i></li> </ul> <p><i>During the World Language unit, students will learn about how every culture has different and unique family upbringings and cultural traditions.</i></p>	<p><i>Corners by Joanna Ho</i></p> <ul style="list-style-type: none"> <li><i>Natsumi by Susan Lendroth</i></li> <li><i>Gibberish by Young Vo</i></li> <li><i>Friends are Friends Forever by Dane Liu</i></li> <li><i>Ten Blocks to the Big Wok: A Chinatown Counting Book by Ying-Hwa Hu</i></li> <li><i>'Ohana Means Family by Llima Loomis</i></li> <li><i>Bilal Cooks Daal by Aisha Saeed</i></li> <li><i>The Katha Chest by Radhiah Chowhurdy</i></li> <li><i>Priya Dreams of Marigolds and Masala by Meenal Patel</i></li> </ul> <p><i>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</i></p>
---	--	---	---	---	--	--

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)

