GRADE 3 World Cultures – Unit 1: Spanish Trimester 1, 60 days

Mission Statement

Students will be introduced and immersed in the seven elements of culture through three different major world languages and their respective cultures.

Unit Overview

- The World Cultures Trimester 1 unit is a comprehensive unit based on world geography and Spanish language and cultures. Additionally, cultural diversity lessons are included with regard to the populations served by the Swedesboro Woolwich School District and cultural calendar events. Students in grade 3 will be exposed to basic Spanish language terms for things like calendar terms, numbers, colors, weather, and greetings. The basic language instruction will be through the use of DuoLingo and will also be taught and reinforced through the daily classroom activities. Students in grade three will also be immersed in Spanish culture through a focus on Spain and Mexico. World geography will be taught and reinforced throughout the trimester through the use of map puzzles, map creation, games, and other classroom activities. As dictated by the diversity celebration calendar, diversity will be infused through the use of stories and videos. Students will be expected to complete formative and summative assessments and/or projects.
- Priority Standards
 - 6.1.5. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
 - o 6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world
 - WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
 - WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics
 - WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
 - WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
 - WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

- WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.
- WL.NM.7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.
- WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- WL. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.
- WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals.
- WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.

Year Long Pacing Guide				
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1 Week 1 and 2	2 weeks 10 days (Two 40 minutes class periods)	perspectives of other cultures in an interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics WL.NM.7.1.NM.PRSNT.1: Present	identify the / days of the	identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to

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Unit 1 Week 3 and 4	(Two 40 minutes class periods)	phrases, and simple sentences contained in culturally authentic	*Students will be able to identify holidays and	*Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures *Students will be able to identify weather and ask and respond to questions regarding the weather *Students will be able to identify 11 basic colors

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authentic materials orally in writing.	
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memorized and practiced words,	
phrases, and simple formulaic	
sentences.	

Unit 1 Week 5 and 6	2 weeks; 10 days (Two 40 minutes class periods)	with actions and/or gestures to oral and written directions, commands,	Students will be able to	Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures
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WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.
WL.NM.7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.
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Unit 1 Week 7,8,9	2 upoko 15 dovo		*Students will be able to	*Students will be able to
	(Three 40 minutes class	impact of different interpretations of experiences and events by	identify colors, numbers and shapes in written/picture form	identify 9 shapes

people with different cultural or individual perspectives.	Students will be able to understand *simple words and	*Students will be able to
6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an	phrases including greetings, introductions, descriptions and simple conversation	others using basic adjectives *Students will be able to
interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences		identify holidays and national/global recognition of other cultures
contained in culturally authentic materials and other resources related to targeted themes.	historical contributions of individuals from cultures other than their own	*Students will be able to explain why it is important to learn about and understand
WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar		other cultures
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Unit Week 10	2 weeks; 15 days	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	*Students will be able to	Students will be able to identify 9 shapes *Students will be able to describe themselves and others using basic adjectives

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Grade 3 – Unit 1 Spanish				
		Unit Vocabulary		
culture	continent	economy	government	Equator
tradition	ocean	religion/beliefs	latitude	cardinal direction
customs	Spanish words and phrases (months, days, greetings, colors, shapes)	social organization	longitude	compass rose
cultural diffusion	diversity	language	Prime Meridian	Pangea/continental drift

Preparation for College, Careers, and Beyond			
Career Ready Practices	Personal Financial Literacy (9.1) and		
	Career Awareness, Exploration, and Preparation (9.2)		
CRP1. Act as a responsible and contributing citizen and employee.	9.2.4.A.1 Identify reasons why people work, different types of work, and how work		
CRP2. Apply appropriate academic and technical skills.	can help a person achieve personal and professional goals.		
CRP3. Attend to personal health and financial well-being.	9.2.4.A.2 Identify various life roles and civic and work-related activities in the school,		
CRP4. Communicate clearly and effectively and with reason.	home, and community.		
CRP5. Consider the environmental, social and economic impacts of decisions.	9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information		
CRP6. Demonstrate creativity and innovation.	to personal likes and dislikes.		
CRP7. Employ valid and reliable research strategies.	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the		
CRP8. Utilize critical thinking to make sense of problems and persevere in solving	foundation for future academic and career success.		
them.			
CRP9. Model integrity, ethical leadership and effective management.			
CRP10. Plan education and career paths aligned to personal goals.			
CRP11. Use technology to enhance productivity.			
CRP12. Work productively in teams while using cultural global competence.			

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Cross-Curricular Connections							
Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	Amistad Law	Holocaust Law (under rationale statement)	<u>LGBT Law</u>	Asian Pacific Islander	Disability Law
• Literature connections	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.	While introducing continents to students we will explain the concept of continental drift and Pangea we will discuss how climate change and the ice age dissected the continents and changed the face of the earth as we know it.	The Geography of the continents will be discussed with students African slave trade will explain how the customs and traditions of African became part of American customs via cultural diffusion.	 While discussing the governments of Italy and France and the impact of World Wars, we will discuss how dictators contributed to the Holocaust. While discussing culture elements, we will discuss how Jewish culture was targeted by the Nazi party. 	• While discussing the customs of European culture, we will introduce the practices of different forms of acceptable greetings such as when Europeans kiss cheeks (La bise in French culture) and how in other cultures it is acceptable for men to hold hands while walking. In addition, we will discuss how gender norms vary in each culture.	Connections to Asian American Pacific Islander to be included into curriculum effective September 2022 RESOURCES We would like to suggest having the South Pacific Island Dancers from Paulsboro, NJ come to our schools to perform their dance routines with the school to expose the students to the music and dance of Asian Pacific Islanders While discussing culture elements, we can discuss the tradition and culture of dancing	While talking about the cultural element of Language, we will include topics such as text to speech apps, sign language, hand signals and the use of programs such as Duolingo for people with various disabilities to use according to their individual needs.

S ia co	in Spanish/French/Ital ian culture and compare and contrast it with the Island Dancing of the Pacific.
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Possible Assessment and Instructional Modifications			
Special Education	At-Risk (<u>Math Strategies</u> and ELA Strategies)	Gifted	English Language Learners
*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. Possible Modifications/Accommodations Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts Tiered lessons and assignments Highlight key directions Test in alternative site Use of word processor Allow for redos/retakes	The possible list of modifications/accommodations identified for Special Education students 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: Additional time for assignments Review of directions Review sessions Use of mnemonics Have student restate information Provision of notes or outlines Concrete examples Support auditory presentations with visuals Use of a study carrel Assistance in maintaining uncluttered space Peer or scribe note taking Space for movement or breaks Extra visual and verbal cues and prompts Books on tape Graphic organizers	 Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning 	 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 assessment)

	 Preferential seating Reduction of distractions Answers to be dictated Follow a routine/schedule Teach time management skills Agenda book and checklists Adjusted assignment timelines Varied reinforcement procedures Work in progress check Personalized examples 		
	No penalty for spelling errors or sloppy handwriting		
Individualized Learning Opportunities			

• Possible independent study and online learning opportunities are embedded within the "Possible Resources and Activities" column for each Topic area.

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
 Anecdotal notes during whole group, small group and individual conferences Sharing strategies Turn and talk Stop and Jots Graphic organizers Running Records/skills check off 	 Common Summative Assessments Open-Ended Responses 	 Oral Assessment SGO Assessment 	 Dia De Los Muertos Assignment Map/Globe Assignment Skills Spanish Speaking Dialogues Spanish Songs/Games

	Grade 3 – Unit 1 Spanish				
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities		
Spanish 60 days	 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 	Obj. We are learning to: Students will be introduced and immersed in the seven elements of culture through three different major world languages and their respective cultures. Essential Questions: What are the elements of culture? What are the continents and oceans in the world? What are common phrases and words in Italian? Practices: Communicate Cultures Connections Comparisons Communities Suggested Formative Assessment(s): Specific One you want Option to choose from possible formative assessment list as necessarily Teacher observed participation Small activities and games Worksheets and other cumulative assessments Exit Tickets	Texts Materials YouTube + Other Video Resources Teacher Prepared Materials Stories, nonfiction, poetry, art, and music Culture Calendar Duolingo Map Skills		

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WL.NM.7.1.NM.PRSNT.4: Copy/write	
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GRADE 3 World Cultures – Unit 2: French

Mission Statement

Students will be introduced and immersed in the seven elements of culture through three different major world languages and their respective cultures.

Unit Overview

- The World Cultures Trimester 1 unit is a comprehensive unit based on world geography and French language and cultures. Additionally, cultural diversity lessons are included with regard to the populations served by the Swedesboro Woolwich School District and cultural calendar events. Students in grade 3 will be exposed to basic French language terms for things like calendar terms, numbers, colors, weather, and greetings. The basic language instruction will be through the use of DuoLingo and will also be taught and reinforced through the daily classroom activities. Students in grade three will also be immersed in French culture through a focus on France and Canada. World geography will be taught and reinforced throughout the trimester through the use of map puzzles, map creation, games, and other classroom activities. As dictated by the diversity celebration calendar, diversity will be infused through the use of stories and videos. Students will be expected to complete formative and summative assessments and/or projects.
- Priority Standards
 - 6.1.5. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
 - o 6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world
 - WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
 - WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics
 - WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
 - WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
 - o WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

- WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.
- WL.NM.7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.
- WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- WL. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.
- WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences
 that are supported by gestures and visuals.
- WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.

	Year Long Pacing Guide				
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives	
Unit 1 Week 1 and 2	2 weeks; 10 days (Two 40 minutes class periods)	perspectives of other cultures in an interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics WL.NM.7.1.NM.PRSNT.1: Present	*Students will be able to identify colors, numbers and shapes in written/picture form *Students will be able to identify the 12 months and 4 seasons *Students will be able to identify colors, numbers and shapes in written/picture form *Students will be able to	*Students will be able to identify days of the week in written/oral form *Students will be able to identify numbers 1-30 *Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures *Students will be able to identify months and season in written/oral form	

	memorized, formulaic sentences	
	practiced in class.	
	practiced in class.	
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	WL.NM.7.1.NM.PRSNT.3: Imitate,	
	recite, and/or dramatize simple	
	poetry, rhymes, songs, and skits.	
	WL.NM.7.1.NM.PRSNT.4:	
	Copy/write words, phrases, or	
	simple guided texts on familiar	
	topics.	
	WL.NM.7.1.NM.PRSNT.5: Present	
	information from age- and	
	level-appropriate, culturally	
	authentic materials orally in writing.	
	authentic materials orany in writing.	
	AAA AAA 7 4 AAA AAAA AAAA AAAA AAAA	
	WL.NM.7.1.NM.PRSNT.6: Name and	
	label tangible cultural products	
	associated with climate change in	
	the target language regions of the	
	world.	
	WL. 7.1.NM.IPRET.3: Identify	
	familiar people, places, objects in	
	daily life based on simple oral and	
	written directions.	
	Witten directions.	
	WL. 7.1.NM.IPRET.4: Report on	
	the content of short messages that	
	they hear, view, and read in	
	predictable culturally authentic	
	materials.	
	WL. 7.1.NM.IPRET.5: Demonstrate	
	comprehension of brief oral and	
	written messages found in short	
	culturally authentic materials on	
	global issues, including climate	
	change.	
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WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class. WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals. WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests	
cultural activities. WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.	

Unit 1 Week 3 and 4	2 weeks; 10 days (Two 40 minutes class periods)	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.	*Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures *Students will be able to	*Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures *Students will be able to identify weather and ask and respond to questions regarding the weather *Students will be able to identify 11 basic colors

WL.NM.7.1.NM.PRSNT.3: Imitate,	
recite, and/or dramatize simple	
poetry, rhymes, songs, and skits.	
WL.NM.7.1.NM.PRSNT.4:	
Copy/write words, phrases, or	
simple guided texts on familiar	
topics.	
copies.	
WL.NM.7.1.NM.PRSNT.5: Present	
information from age- and	
level-appropriate, culturally	
authentic materials orally in writing.	
WL.NM.7.1.NM.PRSNT.6: Name and	
label tangible cultural products	
associated with climate change in	
the target language regions of the	
world.	
world.	
WH. 7.1 NM IDDETECTED AT A CO.	
WL. 7.1.NM.IPRET.3: Identify	
familiar people, places, objects in	
daily life based on simple oral and	
written directions.	
WL. 7.1.NM.IPRET.4: Report on	
the content of short messages that	
they hear, view, and read in	
predictable culturally authentic	
materials.	
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NH 7.1 NM IDDET 5 D	
WL. 7.1.NM.IPRET.5: Demonstrate	
comprehension of brief oral and	
written messages found in short	
culturally authentic materials on	
global issues, including climate	
change.	
WL.7.1.NM.IPERS.1: Request and	
provide information by asking and	
answering simple, practiced	

	questions, using memorized words	
	and phrases.	
l l	WL.7.1.NM.IPERS.2: Share basic	
	needs on very familiar topics using	
	words, phrases, and short memorized formulaic sentences	
l l	practiced in class.	
	practiced in class.	
	WL.7.1.NM.IPERS.3: Express one's	
	own and react to others' basic	
	preferences and/or feelings using	
	memorized words, phrases, and	
	simplet memorized sentences that	
	are supported by gestures and	
	visuals.	
	WIL 7.1 NIM IDEDCA Circumst	
	WL.7.1.NM.IPERS.4. Give and	
	follow simple oral and written directions, commands, and requests	
	when participating in classroom and	
	cultural activities.	
	WL.7.1.NM.IPERS.5: Imitate	
	gestures and intonation of the target	
	culture(s) native speakers when	
	greeting others, during	
	leave-takings, and in daily	
	interactions.	
	WL.7.1.NM.IPERS.6: Exchange	
	brief messages with others about	
	climate in the target regions of the	
	world and in one's own region using	
	memorized and practiced words,	
	phrases, and simple formulaic	
	sentences.	

Unit 1 Week 5 and 6	2 weeks; 10 days (Two 40 minutes class periods)	with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar	Students will be able to explain the importance of and historical contributions of individuals from cultures other than their own	Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures
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WL.NM.7.1.NM.PRSNT.4:
Copy/write words, phrases, or
simple guided texts on familiar
topics.
WL.NM.7.1.NM.PRSNT.5: Present
information from age- and
level-appropriate, culturally
authentic materials orally in writing.
authorities materials of any in mitting.
WL.NM.7.1.NM.PRSNT.6: Name and
label tangible cultural products
associated with climate change in
the target language regions of the
world.
WL. 7.1.NM.IPRET.3: Identify
familiar people, places, objects in
daily life based on simple oral and
written directions.
WL. 7.1.NM.IPRET.4: Report on
the content of short messages that
they hear, view, and read in
predictable culturally authentic
materials.
WL. 7.1.NM.IPRET.5: Demonstrate
comprehension of brief oral and
written messages found in short
culturally authentic materials on
global issues, including climate
change.
Change.
WL.7.1.NM.IPERS.1: Request and
provide information by asking and
answering simple, practiced
questions, using memorized words
and phrases.

		WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class. WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals. WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.		
Unit 1 Week 7,8,9	(Three 40 minutes class	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by	lidentity colors numbers and	*Students will be able to identify 9 shapes

people with different cultural or individual perspectives. Students will be able to will be able to understand *simple words and describe themselves and	
6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world phrases including greetings, introductions, descriptions and simple conversation *Students will be able to identify holidays and	es
WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences Students will be able to explain the importance of and historical contributions of	of
materials and other resources related to targeted themes. individuals from cultures other than their own *Students will be able to explain why it is important learn about and understand	
WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics other cultures	
WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using	
memorized words, phrases, and a few simple sentences on targeted themes.	
WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.	
WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or	

simple guided texts on familiar	
topics.	
topics.	
WL.NM.7.1.NM.PRSNT.5: Present	
information from age- and	
level-appropriate, culturally	
authentic materials orally in writing.	
WL.NM.7.1.NM.PRSNT.6: Name and	
label tangible cultural products	
associated with climate change in	
the target language regions of the	
world.	
WL. 7.1.NM.IPRET.3: Identify	
familiar people, places, objects in	
daily life based on simple oral and	
written directions.	
written directions.	
WL. 7.1.NM.IPRET.4: Report on	
the content of short messages that	
they hear, view, and read in	
predictable culturally authentic	
materials.	
WL. 7.1.NM.IPRET.5: Demonstrate	
comprehension of brief oral and	
written messages found in short	
culturally authentic materials on	
global issues, including climate	
change.	
WL.7.1.NM.IPERS.1: Request and	
provide information by asking and	
answering simple, practiced	
questions, using memorized words	
and phrases.	
and pinases.	
WL.7.1.NM.IPERS.2: Share basic	
needs on very familiar topics using	
words, phrases, and short	

		memorized formulaic sentences practiced in class. WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals. WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.		
Unit Week 10	15 days	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	identify 9 shapes *Students will be able to describe themselves and	Students will be able to identify 9 shapes *Students will be able to describe themselves and others using basic adjectives

6.1.5.HistoryUP.7: Describe why it important to understand the perspectives of other cultures in interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to or and written directions, commands and requests that relate to familia and practiced topics WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topic using words, phrases, and short memorized, formulaic sentences practiced in class. WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	*Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures all of r	*Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures
WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.		

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	WL.NM.7.1.NM.PRSNT.5: Present	
	information from age- and	
	level-appropriate, culturally	
	authentic materials orally in writing.	
	authentic materials orally in writing.	
	WL.NM.7.1.NM.PRSNT.6: Name and	
	label tangible cultural products	
	associated with climate change in	
	the target language regions of the	
	world.	
	world.	
	WL. 7.1.NM.IPRET.3: Identify	
	familiar people, places, objects in	
	daily life based on simple oral and	
	written directions.	
	withen directions.	
	WL. 7.1.NM.IPRET.4: Report on	
	the content of short messages that	
	they hear, view, and read in	
	predictable culturally authentic	
	materials.	
	WL. 7.1.NM.IPRET.5: Demonstrate	
	comprehension of brief oral and	
	written messages found in short	
	culturally authentic materials on	
	global issues, including climate	
	change.	
	WL.7.1.NM.IPERS.1: Request and	
	provide information by asking and	
	answering simple, practiced	
	questions, using memorized words	
	and phrases.	
	WL.7.1.NM.IPERS.2: Share basic	
	needs on very familiar topics using	
	words, phrases, and short	
	memorized formulaic sentences	
	practiced in class.	
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WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals.	
WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	
WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	
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Grade 3 – Unit 2: French				
Unit Vocabulary				
culture	continent	economy	government	Equator
tradition	ocean	religion/beliefs	latitude	cardinal direction
customs	French words and phrases (months, days, greetings, colors, shapes)	social organization	longitude	compass rose
cultural diffusion	diversity	language	Prime Meridian	Pangea/continental drift

CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Preparation for College	ge, Careers, and Beyond
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving 9.2.4.A.1 Identify reasons why people work, different types of work, and how work care help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	<u>Career Ready Practices</u>	Personal Financial Literacy (9.1) and
CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.		Career Awareness, Exploration, and Preparation (9.2)
CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.	 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the

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Cross-Curricular Connections Interdisciplinary **Technology Climate Change LGBT Law Asian Pacific Disability Law Amistad Law Holocaust Law** Integration and (under rationale **Connections** Islander statement) Literacy While Literature Online links and The Geography While discussing • While discussing Connections to While talking about connections possible resources introducing of the the customs of Asian American the cultural the for the integration continents to continents will governments of European Pacific Islander to element of of technology into be discussed be included into students we Italy and France culture, we will Language, we will and the impact lessons are will explain the with students introduce the curriculum effective include topics such embedded within African slave practices of September 2022 concept of of World Wars, as text to speech the "Possible we will discuss different forms **RESOURCES** continental trade will apps, sign Resources and drift and explain how how dictators of acceptable language, hand Activities" column Pangea we will the customs contributed to greetings such We would like to signals and the use for each Topic area. discuss how and traditions the Holocaust. as when suggest having the of programs such as climate change of African While discussing Europeans kiss South Pacific Island Duolingo for people and the ice age became part of culture cheeks (La bise Dancers from with various disabilities to use dissected the American elements, we in French Paulsboro, NJ continents and customs via will discuss how culture) and come to our according to their individual needs. changed the cultural Jewish culture how in other schools to perform face of the diffusion. was targeted by cultures it is their dance earth as we the Nazi party. acceptable for routines with the know it. men to hold school to expose hands while the students to the walking. In music and dance of addition, we will Asian Pacific discuss how Islanders gender norms vary in each While discussing culture. culture elements, we can discuss the tradition and

			culture of dancing in Spanish/French/Ital ian culture and compare and contrast it with the Island Dancing of the Pacific.	
			the Pacific.	

Possible Assessment and Instructional Modifications			
Special Education	At-Risk (<u>Math Strategies</u> and <u>ELA Strategies</u>)	<u>Gifted</u>	English Language Learners
*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. Possible Modifications/Accommodations Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts Tiered lessons and assignments Highlight key directions Test in alternative site Use of word processor Allow for redos/retakes	The possible list of modifications/accommodations identified for Special Education students 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: Additional time for assignments Review of directions Review sessions Use of mnemonics Have student restate information Provision of notes or outlines Concrete examples Support auditory presentations with visuals Use of a study carrel Assistance in maintaining uncluttered space Peer or scribe note taking Space for movement or breaks Extra visual and verbal cues and prompts	 Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning 	 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 assessment)

 Reduction of distractions Answers to be dictated Follow a routine/schedule Teach time management skills Agenda book and checklists Adjusted assignment timelines Varied reinforcement procedures Work in progress check Personalized examples No penalty for spelling errors or sloppy handwriting

Individualized Learning Opportunities

• Possible independent study and online learning opportunities are embedded within the "Possible Resources and Activities" column for each Topic area.

Possible Assessments				
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments	
 Anecdotal notes during whole group, small group and individual conferences Sharing strategies Turn and talk Stop and Jots Graphic organizers Running Records/skills check off 	 Common Summative Assessments Open-Ended Responses 	 SGO Assessment Oral Language Assessment 	 Oil Stained Glass Foldable Folder French conversation 	

	Grade 3 – Unit 2: French				
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities		
French 60 days	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short	Obj. We are learning to: Students will be introduced and immersed in the seven elements of culture through three different major world languages and their respective cultures. Essential Questions: What are the elements of culture? What are the continents and oceans in the world? What are common phrases and words in Italian? Practices: Communicate Cultures Connections Comparisons Communities Suggested Formative Assessment(s): Specific One you want Option to choose from possible formative assessment list as necessarily Teacher observed participation Small activities and games Worksheets and other cumulative assessments Exit Tickets	Texts Materials YouTube + Other Video Resources Teacher Prepared Materials Stories, nonfiction, poetry, art, and music Culture Calendar Oil Stained Glass Map Skills		

memorized, formulaic sentences practiced in class.	
WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.	
WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.	
WL.NM.7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.	
WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.	
WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.	
WL. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	
WL.7.1.NM.IPERS.1: Request and provide information by asking and	

answering simple, practiced questions, using memorized words and phrases.		
WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.	i	
WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that ar supported by gestures and visuals.		
WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.		
WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings and in daily interactions.	,	
WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.		

GRADE 3 World Cultures- Unit 3: Italian

Mission Statement

Students will be introduced and immersed in the seven elements of culture through three different major world languages and their respective cultures.

Unit Overview

- The World Cultures Trimester 3 unit is a comprehensive unit based on world geography and Italian language and cultures. Additionally, cultural diversity lessons are included with regard to the populations served by the Swedesboro Woolwich School District and cultural calendar events. Students in grade 3 will be exposed to basic Italian language terms for things like calendar terms, numbers, colors, weather, and greetings. The basic language instruction will be through the use of DuoLingo and will also be taught and reinforced through the daily classroom activities. Students in grade three will also be immersed in Italian culture through a focus on Italy. World geography will be taught and reinforced throughout the trimester through the use of map puzzles, map creation, games, and other classroom activities. As dictated by the diversity celebration calendar, diversity will be infused through the use of stories and videos. Students will be expected to complete formative and summative assessments and/or projects.
- Priority Standards
 - 6.1.5. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
 - o 6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world
 - WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
 - WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics
 - WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
 - o WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
 - o WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

- WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.
- WL.NM.7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.
- WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- WL. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.
- WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals.
- WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.

		Year Long Pacing Guide		
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1 Week 1 and 2	2 weeks; 10 days (Two 40 minutes class periods)	and written directions, commands, and requests that relate to familiar and practiced topics WL.NM.7.1.NM.PRSNT.1: Present	identify the 7 days of the	*Students will be able to identify days of the week in written/oral form *Students will be able to identify numbers 1-30 *Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures *Students will be able to identify months and season in written/oral form *Students will be able to identify numbers 1-31

	memorized, formulaic sentences	
	practiced in class.	
	practiced in class.	
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	WL.NM.7.1.NM.PRSNT.3: Imitate,	
	recite, and/or dramatize simple	
	poetry, rhymes, songs, and skits.	
	WL.NM.7.1.NM.PRSNT.4:	
	Copy/write words, phrases, or	
	simple guided texts on familiar	
	topics.	
	WL.NM.7.1.NM.PRSNT.5: Present	
	information from age- and	
	level-appropriate, culturally	
	authentic materials orally in writing.	
	authentic materials orany in writing.	
	AU AIAA 7.4 AIAA DDCAIT C. Alamaa and	
	WL.NM.7.1.NM.PRSNT.6: Name and	
	label tangible cultural products	
	associated with climate change in	
	the target language regions of the	
	world.	
	WL. 7.1.NM.IPRET.3: Identify	
	familiar people, places, objects in	
	daily life based on simple oral and	
	written directions.	
	Witten directions.	
	WL. 7.1.NM.IPRET.4: Report on	
	the content of short messages that	
	they hear, view, and read in	
	predictable culturally authentic	
	materials.	
	WL. 7.1.NM.IPRET.5: Demonstrate	
	comprehension of brief oral and	
	written messages found in short	
	culturally authentic materials on	
	global issues, including climate	
	change.	
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WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences
wL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals.
WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.

Unit 1 Week 3 and 4	(Two 40 minutes class periods)	WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands,	*Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures *Students will be able to identify weather and ask and respond to questions regarding the weather	*Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures *Students will be able to identify weather and ask and respond to questions regarding the weather *Students will be able to identify 11 basic colors

WL.NM.7.1.NM.PRSNT.3: Imitate,	
recite, and/or dramatize simple	
poetry, rhymes, songs, and skits.	
WL.NM.7.1.NM.PRSNT.4:	
Copy/write words, phrases, or	
simple guided texts on familiar	
topics.	
WL.NM.7.1.NM.PRSNT.5: Present	
information from age- and	
level-appropriate, culturally	
authentic materials orally in writing.	
authentic materials orally in writing.	
WL.NM.7.1.NM.PRSNT.6: Name and	
label tangible cultural products	
associated with climate change in	
the target language regions of the	
world.	
WL. 7.1.NM.IPRET.3: Identify	
familiar people, places, objects in	
daily life based on simple oral and	
written directions.	
WL. 7.1.NM.IPRET.4: Report on	
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answering simple, practiced	

questions, using memorized words and phrases.
WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.
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WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.
pentences.

Unit 1 Week 5 and 6	2 weeks; 10 days (Two 40 minutes class periods)	with actions and/or gestures to oral and written directions, commands,	Students will be able to explain the importance of and historical contributions of individuals from cultures other than their own	Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures
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	WL.NM.7.1.NM.PRSNT.4:
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	Copy/write words, phrases, or
	simple guided texts on familiar
	topics.
	WL.NM.7.1.NM.PRSNT.5: Present
	information from age- and
	level-appropriate, culturally
	authentic materials orally in writing.
	WL.NM.7.1.NM.PRSNT.6: Name and
	label tangible cultural products
	associated with climate change in
	the target language regions of the
	world.
	WL. 7.1.NM.IPRET.3: Identify
	familiar people, places, objects in
	daily life based on simple oral and
	written directions.
	WL. 7.1.NM.IPRET.4: Report on
	the content of short messages that
	they hear, view, and read in
	predictable culturally authentic
	materials.
	WL. 7.1.NM.IPRET.5: Demonstrate
	comprehension of brief oral and
	written messages found in short
	culturally authentic materials on
	global issues, including climate
	change.
	WL.7.1.NM.IPERS.1: Request and
	provide information by asking and
	answering simple, practiced
	questions, using memorized words
	and phrases.

		WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class. WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals. WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.		
Unit 1 Week 7,8,9	(Three 40 minutes class	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by	*Students will be able to identify colors, numbers and shapes in written/picture form	*Students will be able to identify 9 shapes

people with different cultural or individual perspectives.	Students will be able to understand *simple words and	*Students will be able to
6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world O WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences.	phrases including greetings, introductions, descriptions and simple conversation Students will be able to explain the importance of and historical contributions of individuals from cultures	*Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures
and requests that relate to familiar and practiced topics		
WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.		
WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.		
WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. WL.NM.7.1.NM.PRSNT.4:		
Copy/write words, phrases, or		

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topics.	
topics.	
WL.NM.7.1.NM.PRSNT.5: Present	
information from age- and	
level-appropriate, culturally	
authentic materials orally in writing.	
WL.NM.7.1.NM.PRSNT.6: Name and	
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associated with climate change in	
the target language regions of the	
world.	
WL. 7.1.NM.IPRET.3: Identify	
familiar people, places, objects in	
daily life based on simple oral and	
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written directions.	
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the content of short messages that	
they hear, view, and read in	
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		memorized formulaic sentences practiced in class. WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals. WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.		
Unit Week 10	15 days	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	Students will be able to identify 9 shapes *Students will be able to describe themselves and others using basic adjectives	Students will be able to identify 9 shapes *Students will be able to describe themselves and others using basic adjectives

ii pii Vff pon r V v aaaa V bii n ff t V b u n p V r p V	Derspectives of other cultures in an interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, obrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics WL.NM.7.1.NM.PRSNT.1: Present pasic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted chemes. WL.NM.7.1.NM.PRSNT.2: State pasic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	identify holidays and national/global recognition of other cultures *Students will be able to	*Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures
C	WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar copics.		

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needs on very familiar topics using	
words, phrases, and short	
memorized formulaic sentences	
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	WL.7.1.NM.IPERS.3: Express one's	
	own and react to others' basic	
	preferences and/or feelings using	
	memorized words, phrases, and	
	simplet memorized sentences that	
	are supported by gestures and	
	visuals.	
	WL.7.1.NM.IPERS.4. Give and	
	follow simple oral and written	
	directions, commands, and requests	
	when participating in classroom and	
	cultural activities.	
	WL.7.1.NM.IPERS.5: Imitate	
	gestures and intonation of the target	
	culture(s) native speakers when	
	greeting others, during	
	leave-takings, and in daily	
	interactions.	
	WL.7.1.NM.IPERS.6: Exchange	
	brief messages with others about	
	climate in the target regions of the	
	world and in one's own region using	
	memorized and practiced words,	
	phrases, and simple formulaic	
	sentences.	
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Grade 3 – Unit 3: Italian						
		Unit Vocabulary				
culture	continent	economy	government	Equator		
tradition	ocean	religion/beliefs	latitude	cardinal direction		
customs	Italian words and phrases (months, days, greetings, colors, shapes)	social organization	longitude	compass rose		
cultural diffusion	diversity	language	Prime Meridian	Pangea/continental drift		

Preparation for College, Careers, and Beyond					
Career Ready Practices	Personal Financial Literacy (9.1) and				
	Career Awareness, Exploration, and Preparation (9.2)				
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.				

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Cross-Curricular Connections							
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law (under rationale statement)	LGBT Law	Asian Pacific Islander	Disability Law
• Literature connections	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.	While introducing continents to students we will explain the concept of continental drift and Pangea we will discuss how climate change and the ice age dissected the continents and changed the face of the earth as we know it.	The Geography of the continents will be discussed with students African slave trade will explain how the customs and traditions of African became part of American customs via cultural diffusion.	While discussing the governments of Italy and France and the impact of World Wars, we will discuss how dictators contributed to the Holocaust. While discussing culture elements, we will discuss how Jewish culture was targeted by the Nazi party.	While discussing the customs of European culture, we will introduce the practices of different forms of acceptable greetings such as when Europeans kiss cheeks (La bise in French culture) and how in other cultures it is acceptable for men to hold hands while walking. In addition, we will discuss how gender norms vary in each culture.	Connections to Asian American Pacific Islander to be included into curriculum effective September 2022 RESOURCES We would like to suggest having the South Pacific Island Dancers from Paulsboro, NJ come to our schools to perform their dance routines with the school to expose the students to the music and dance of Asian Pacific Islanders While discussing culture elements, we can discuss the tradition and culture of dancing in	While talking about the cultural element of Language, we will include topics such as text to speech apps, sign language, hand signals and the use of programs such as Duolingo for people with various disabilities to use according to their individual needs.

			Spanish/French/Ital ian culture and compare and contrast it with the Island Dancing of	
			the Pacific.	

Possible Assessment and Instructional Modifications						
Special Education	At-Risk (<u>Math Strategies</u> and <u>ELA Strategies</u>)	Gifted	English Language Learners			
*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. Possible Modifications/Accommodations Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts Tiered lessons and assignments Highlight key directions Test in alternative site Use of word processor Allow for redos/retakes	The possible list of modifications/accommodations identified for Special Education students 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: • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating	 Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning 	 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 assessment) 			

Reduction of distractions Answers to be dictated	
Follow a routine/schedule	
Teach time management skills	
Agenda book and checklists	
Adjusted assignment timelines	
Varied reinforcement	
procedures	
Work in progress check	
Personalized examples	
No penalty for spelling errors	
or sloppy handwriting	
Individualized Learning Opportunities	

Individualized Learning Opportunities

• Possible independent study and online learning opportunities are embedded within the "Possible Resources and Activities" column for each Topic area.

	Possible Assessments						
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments				
 Anecdotal notes during whole group, small group and individual conferences Sharing strategies Turn and talk Stop and Jots Graphic organizers Running Records/skills check off 	 Common Summative Assessments Open-Ended Responses 	 SGO Assessment Oral Language Assessment 	 Oil Stained Glass Foldable Folder French conversation 				

Grade 3 World Cultures – Unit 3 Italian					
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities		
Italian 60 days	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short	Obj. We are learning to: Students will be introduced and immersed in the seven elements of culture through three different major world languages and their respective cultures. Essential Questions: What are the elements of culture? What are the continents and oceans in the world? What are common phrases and words in Italian? Practices: Communicate Cultures Connections Comparisons Communities Suggested Formative Assessment(s): Specific One you want Option to choose from possible formative assessment list as necessarily Teacher observed participation Small activities and games Worksheets and other cumulative assessments Exit Tickets	Texts Materials YouTube + Other Video Resources Teacher Prepared Materials Stories, nonfiction, poetry, art, and music Culture Calendar Ancient Rome Research Map Skills		

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memorized, formulaic sentences practiced in class.	
WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.	
WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.	
WL.NM.7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.	
WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.	
WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.	
WL. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	
WL.7.1.NM.IPERS.1: Request and provide information by asking and	

answering simple, practiced questions, using memorized words and phrases.		
WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.		
WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals.		
WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.		
WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.		
WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.		
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