

**Swedesboro-Woolwich School District**  
**GRADE 4 World Cultures– Unit 1: Spanish**

**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 4 will be exposed to basic Spanish language terms for things like the parts of the body, clothing items, and common adjectives. 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 four will also be immersed in Spanish culture through a focus on South America. 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.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.
  - 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 simple 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)	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short</p>	<p>**Students will be able to identify the 7 days of the week, 12 months of the year, and the four seasons.</p> <p>*Students will be able to identify colors, numbers and shapes in written/picture form</p> <p>(Intensive review of Grade 3 skills)</p> <p>Students will be able to explain the importance of and historical contributions of individuals from cultures other than their own</p>	<p>*Students will be able to identify days of the week, months of the year, and the four seasons in written/oral form.</p> <p>*Students will be able to identify numbers 1-50.</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p> <p>*Students will be able to identify months and seasons in written/oral form.</p>

		<p>memorized, formulaic sentences practiced in class.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p>		
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		<p>WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p>		
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<p>Unit 1 Week 3 and 4</p>	<p>2 weeks; 10 days (Two 40 minutes class periods)</p>	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p>*Students will be able to identify adjectives such as colors and additional basic adjectives used to describe common objects</p> <p>*Students will be able to identify numbers 30-50.</p>	<p>**Students will be able to identify adjectives such as colors and additional basic adjectives orally and in writing.</p> <p>*Students will be able to identify numbers 30-50 orally and in writing</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>
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		<p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p> <p>WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p>		
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		<p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p>		
Unit 1 Week 5 and 6	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	<p>*Students will be able to express likes and dislikes</p> <p>*Students will be able to describe people, places and objects</p>	<p>*Students will be able to express likes and dislikes using the verb gustar</p> <p>*Students will be able to describe people, places and objects using additional adjectives</p>



		<p>people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or</p>	<p>*Students will be able to ask and respond to questions</p>	<p>*Students will be able to ask and respond to common questions</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>
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		<p>simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p> <p>WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short</p>		
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		<p>memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p>		
Unit 1 Week 7,8,9	3 weeks; 15 days (Three 40 minutes class periods)	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the</p>	<p>*Students will be able to identify body parts and clothing in written/picture form</p> <p>*Students will be able to understand simple words and phrases including greetings, introductions, descriptions and simple conversations</p>	<p>*Students will be able to identify the basic parts of the body and items of clothing</p> <p>*Students will be able to describe themselves and others using basic adjectives</p> <p>*Students will be able to ask and answer basic questions about</p>

		<p>perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and</p>		<p>themselves and others.</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>
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		<p>level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p> <p>WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic</p>		
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		<p>preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p>		
Unit Week 10	15 days	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words,</p>	<p>Students will be able to identify 9 shapes</p> <p>*Students will be able to describe themselves and others using basic adjectives</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p>	<p>Students will be able to identify 9 shapes</p> <p>*Students will be able to describe themselves and others using basic adjectives</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p>

		<p>phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>WL.NM.7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in</p>	<p>*Students will be able to explain why it is important to learn about and understand other cultures</p>	<p>*Students will be able to explain why it is important to learn about and understand other cultures</p>
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		<p>the target language regions of the world.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p> <p>WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p>		
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		<p>WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p>		
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Grade 4 World Cultures – 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**

- 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.

**Personal Financial Literacy (9.1) and  
Career Awareness, Exploration, and Preparation (9.2)**

- 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.

**Cross-Curricular Connections**

<b>Interdisciplinary Connections</b>	<b>Technology Integration and Literacy</b>	<a href="#"><u>Climate Change</u></a>	<a href="#"><u>Amistad Law</u></a>	<a href="#"><u>Holocaust Law</u></a> (under rationale statement)	<a href="#"><u>LGBT Law</u></a>	<b>Asian Pacific Islander</b>	<b>Disability Law</b>
<ul style="list-style-type: none"> <li>Literature connections</li> </ul>	<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>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>While discussing the governments of Italy and France and the impact of World Wars, we will discuss how dictators contributed to the Holocaust.</li> <li>While discussing culture elements, we will discuss how Jewish culture was targeted by the Nazi party.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><i>Connections to Asian American Pacific Islander to be included into curriculum effective September 2022</i> <a href="#"><u>RESOURCES</u></a></p> <p>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</p> <p>While discussing culture elements, we can discuss the tradition and culture of dancing in Spanish/French/Italian culture and compare and contrast it with the Island Dancing of the Pacific.</p>	<p>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.</p>

**Possible Assessment and Instructional Modifications**

<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>● Extra time on assessments</li> <li>● Use of a graphic organizer</li> <li>● Use of concrete materials and objects (manipulatives)</li> <li>● Opportunities for cooperative partner work</li> <li>● Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>● Differentiated center-based small group instruction</li> <li>● If a manipulative is used during instruction, allow its use on a test</li> <li>● Provide reteach pages if necessary</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Test in alternative site</li> <li>● Use of word processor</li> <li>● Allow for redos/retakes</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>● Additional time for assignments</li> <li>● Review of directions</li> <li>● Review sessions</li> <li>● Use of mnemonics</li> <li>● Have student restate information</li> <li>● Provision of notes or outlines</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Use of a study carrel</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Peer or scribe note taking</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Books on tape</li> <li>● Graphic organizers</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Answers to be dictated</li> <li>● Follow a routine/schedule</li> <li>● Teach time management skills</li> <li>● Agenda book and checklists</li> <li>● Adjusted assignment timelines</li> <li>● Varied reinforcement procedures</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment projects</li> <li>● Higher-level cooperative learning activities</li> <li>● Provide higher-order questioning and discussion opportunities</li> <li>● Tiered centers</li> <li>● Tiered assignments</li> <li>● Alternate assignments/ enrichment assignments</li> <li>● Provide texts at higher reading level</li> <li>● Extension activities</li> <li>● Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	<ul style="list-style-type: none"> <li>● Continue practicing vocabulary</li> <li>● Choice of test format (multiple-choice, essay, true-false)</li> <li>● Vary test formats</li> <li>● Read directions to student</li> <li>● Provide study guides prior to tests</li> <li>● Clarify test directions, read test questions</li> <li>● Read test passages aloud (for comprehension assessment)</li> </ul>

- 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
<ul style="list-style-type: none"> <li>• Anecdotal notes during whole group, small group and individual conferences</li> <li>• Sharing strategies</li> <li>• Turn and talk</li> <li>• Stop and Jots</li> <li>• Graphic organizers</li> <li>• Running Records/skills check off</li> </ul>	<ul style="list-style-type: none"> <li>• Common Summative Assessments</li> <li>• Open-Ended Responses</li> </ul>	<ul style="list-style-type: none"> <li>• SGO Assessment</li> <li>• Oral Language Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Oil Stained Glass</li> <li>• Foldable Folder</li> <li>• French conversation</li> </ul>

**Grade 4 World Cultures – Unit 1 : Spanish**

<b>Topic &amp; # Days</b>	<b>NJ Visual and Performing Arts Standards</b>	<b>Critical Knowledge &amp; Skills</b>	<b>Possible Resources &amp; Activities</b>
<p>Spanish 60 days</p>	<p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Students will be introduced and immersed in the seven elements of culture through three different major world languages and their respective cultures.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What are the elements of culture?</li> <li>What are the continents and oceans in the world?</li> <li>What are common phrases and words in Italian?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>Communicate</li> <li>Cultures</li> <li>Connections</li> <li>Comparisons</li> <li>Communities</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Specific One you want...</li> <li>Option to choose from possible formative assessment list as necessarily</li> <li>Teacher observed participation</li> <li>Small activities and games</li> <li>Worksheets and other cumulative assessments</li> <li>Exit Tickets</li> </ul>	<p>Texts</p> <p>Materials</p> <p>YouTube + Other Video Resources</p> <p>Teacher Prepared Materials</p> <p>Stories, nonfiction, poetry, art, and music</p> <p>Culture Calendar</p> <p>Duolingo</p> <p>Map Skills</p>

	<p>level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p> <p>WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using</p>		
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	<p>memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p>		



**Swedesboro-Woolwich School District**  
**GRADE 4 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 2 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 4 will be exposed to basic French language terms for things like basic parts of the body, clothing items, and additional common adjectives. 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 four will also be immersed in French culture through a focus on Belgium and Switzerland. 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.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.
  - 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 simple 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)	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short</p>	<p>**Students will be able to identify the 7 days of the week, 12 months of the year, and the four seasons.</p> <p>*Students will be able to identify colors, numbers and shapes in written/picture form</p> <p>(Intensive review of Grade 3 skills)</p> <p>Students will be able to explain the importance of and historical contributions of individuals from cultures other than their own</p>	<p>*Students will be able to identify days of the week, months of the year, and the four seasons in written/oral form.</p> <p>*Students will be able to identify numbers 1-50.</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>

		<p>memorized, formulaic sentences practiced in class.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p>		
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Unit 1 Week 3 and 4	2 weeks; 10 days (Two 40 minutes class periods)	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>	<p>*Students will be able to identify adjectives such as colors and additional basic adjectives used to describe common objects</p> <p>*Students will be able to identify numbers 30-50.</p>	<p>**Students will be able to identify adjectives such as colors and additional basic adjectives orally and in writing.</p> <p>*Students will be able to identify numbers 30-50 orally and in writing</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>
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		<p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p>		
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<p>Unit 1 Week 5 and 6</p>	<p>2 weeks 10 day (Two 40 minutes class periods)</p>	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p>*Students will be able to express likes and dislikes</p> <p>*Students will be able to describe people, places and objects</p> <p>*Students will be able to ask and respond to questions</p>	<p>*Students will be able to express likes and dislikes using the verb gustar</p> <p>*Students will be able to describe people, places and objects using additional adjectives</p> <p>*Students will be able to ask and respond to common questions</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>
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		<p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p>		
Unit 1 Week 7,8,9	3 weeks; 15 days (Three 40 minutes class periods)	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by	<p>*Students will be able to identify body parts and clothing in written/picture form</p> <p>*Students will be able to</p>	<p>*Students will be able to identify the basic parts of the body and items of clothing</p> <p>*Students will be able to describe themselves and others using basic</p>



		<p>people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or</p>	<p>understand simple words and phrases including greetings, introductions, descriptions and simple conversations</p>	<p>adjectives</p> <p>*Students will be able to ask and answer basic questions about themselves and others.</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>
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		<p>simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p>		
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.	<p>Students will be able to identify 9 shapes</p> <p>*Students will be able to describe themselves and others using basic adjectives</p>	<p>Students will be able to identify 9 shapes</p> <p>*Students will be able to describe themselves and others using basic adjectives</p>

		<p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>	<p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>
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		<p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p>		
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## Grade 4 World Cultures – 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

## Preparation for College, Careers, and Beyond

### Career Ready Practices

- 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.

### Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)

- 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.

**Cross-Curricular Connections**

<b>Interdisciplinary Connections</b>	<b>Technology Integration and Literacy</b>	<u><a href="#">Climate Change</a></u>	<u><a href="#">Amistad Law</a></u>	<u><a href="#">Holocaust Law</a></u> (under rationale statement)	<u><a href="#">LGBT Law</a></u>	<b>Asian Pacific Islander</b>	<b>Disability Law</b>
<ul style="list-style-type: none"> <li>Literature connections</li> </ul>	<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>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>While discussing the governments of Italy and France and the impact of World Wars, we will discuss how dictators contributed to the Holocaust.</li> <li>While discussing culture elements, we will discuss how Jewish culture was targeted by the Nazi party.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<p><i>Connections to Asian American Pacific Islander to be included into curriculum effective September 2022</i> <u><a href="#">RESOURCES</a></u></p> <p>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</p>	<p>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.</p>

					discuss how gender norms vary in each culture.	Islanders  While discussing culture elements, we can discuss the tradition and culture of dancing in Spanish/French/Italian culture and compare and contrast it with the Island Dancing of the Pacific.	
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Possible Assessment and Instructional Modifications			
<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>● Extra time on assessments</li> <li>● Use of a graphic organizer</li> <li>● Use of concrete materials and objects (manipulatives)</li> <li>● Opportunities for cooperative partner work</li> <li>● Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>● Differentiated center-based small group instruction</li> <li>● If a manipulative is used during instruction, allow its use on a test</li> <li>● Provide reteach pages if necessary</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Test in alternative site</li> <li>● Use of word processor</li> <li>● Allow for redos/retakes</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>● Additional time for assignments</li> <li>● Review of directions</li> <li>● Review sessions</li> <li>● Use of mnemonics</li> <li>● Have student restate information</li> <li>● Provision of notes or outlines</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Use of a study carrel</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment projects</li> <li>● Higher-level cooperative learning activities</li> <li>● Provide higher-order questioning and discussion opportunities</li> <li>● Tiered centers</li> <li>● Tiered assignments</li> <li>● Alternate assignments/ enrichment assignments</li> <li>● Provide texts at higher reading level</li> <li>● Extension activities</li> <li>● Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	<ul style="list-style-type: none"> <li>● Continue practicing vocabulary</li> <li>● Choice of test format (multiple-choice, essay, true-false)</li> <li>● Vary test formats</li> <li>● Read directions to student</li> <li>● Provide study guides prior to tests</li> <li>● Clarify test directions, read test questions</li> <li>● Read test passages aloud (for comprehension assessment)</li> </ul>

	<ul style="list-style-type: none"> <li>● Assistance in maintaining uncluttered space</li> <li>● Peer or scribe note taking</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Books on tape</li> <li>● Graphic organizers</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Answers to be dictated</li> <li>● Follow a routine/schedule</li> <li>● Teach time management skills</li> <li>● Agenda book and checklists</li> <li>● Adjusted assignment timelines</li> <li>● Varied reinforcement procedures</li> <li>● Work in progress check</li> <li>● Personalized examples</li> <li>● No penalty for spelling errors or sloppy handwriting</li> </ul>		
<b>Individualized Learning Opportunities</b>			
<ul style="list-style-type: none"> <li>● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.</li> </ul>			

<b>Possible Assessments</b>			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> <li>● Anecdotal notes during whole group, small group and individual conferences</li> <li>● Sharing strategies</li> <li>● Turn and talk</li> <li>● Stop and Jots</li> <li>● Graphic organizers</li> <li>● Running Records/skills check off</li> </ul>	<ul style="list-style-type: none"> <li>● Common Summative Assessments</li> <li>● Open-Ended Responses</li> </ul>	<ul style="list-style-type: none"> <li>● SGO Assessment</li> <li>● Oral Language Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Oil Stained Glass</li> <li>● Foldable Folder</li> <li>● French conversation</li> </ul>



**Grade 4 World Cultures – Unit 2 :French**

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>French 60 days</p>	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Students will be introduced and immersed in the seven elements of culture through three different major world languages and their respective cultures.</li> <li>● *6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</li> <li>● *6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li> <li>● * 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the elements of culture?</li> <li>● What are the continents and oceans in the world?</li> <li>● What are common phrases and words in Italian?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>● Communicate</li> <li>● Cultures</li> <li>● Connections</li> <li>● Comparisons</li> <li>● Communities</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Specific One you want...</li> <li>● Option to choose from possible formative assessment list as necessarily</li> <li>● Teacher observed participation</li> <li>● Small activities and games</li> <li>● Worksheets and other cumulative assessments</li> <li>● Exit Tickets</li> </ul>	<p>Texts</p> <p>Materials</p> <p>YouTube + Other Video Resources</p> <p>Teacher Prepared Materials</p> <p>Stories, nonfiction, poetry, art, and music</p> <p>Culture Calendar</p> <p>Oil Stained Glass</p> <p>Map Skills</p>

	<p>memorized, formulaic sentences practiced in class.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p> <p>WL.7.1.NM.IPERS.1: Request and provide information by asking and</p>		
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	<p>answering simple, practiced questions, using memorized words and phrases.</p> <p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>WL.7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p>		
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**Swedesboro-Woolwich School District  
GRADE 4 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 4 will be exposed to basic Italian language terms for things like basic parts of the body, clothing items, and additional common adjectives. 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 four will also be immersed in Italian culture through a focus on Italy, Albania, and Switzerland. 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.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.
  - 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 simple 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)	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics</p>	<p>**Students will be able to identify the 7 days of the week, 12 months of the year, and the four seasons.</p> <p>*Students will be able to identify colors, numbers and shapes in written/picture form</p> <p>(Intensive review of Grade 3 skills)</p> <p>Students will be able to explain the importance of and historical contributions of individuals from cultures other than their own</p>	<p>*Students will be able to identify days of the week, months of the year, and the four seasons in written/oral form.</p> <p>*Students will be able to identify numbers 1-50.</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>

		<p>using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>WL. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on</p>		
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		<p>global issues, including climate change.</p> <p>WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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,</p>		
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		phrases, and simple formulaic sentences.		
Unit 1 Week 3 and 4	2 weeks; 10 days (Two 40 minutes class periods)	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short</p>	<p>*Students will be able to identify adjectives such as colors and additional basic adjectives used to describe common objects</p> <p>*Students will be able to identify numbers 30-50.</p>	<p>**Students will be able to identify adjectives such as colors and additional basic adjectives orally and in writing.</p> <p>*Students will be able to identify numbers 30-50 orally and in writing</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>

		<p>memorized, formulaic sentences practiced in class.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p>		
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		<p>WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p>		
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Unit 1 Week 5 and 6	2 weeks; 10 days (Two 40 minutes class periods)	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>	<p>*Students will be able to express likes and dislikes</p> <p>*Students will be able to describe people, places and objects</p> <p>*Students will be able to ask and respond to questions</p>	<p>*Students will be able to express likes and dislikes using the verb gustar</p> <p>*Students will be able to describe people, places and objects using additional adjectives</p> <p>*Students will be able to ask and respond to common questions</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>

		<p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p> <p>WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced</p>		
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		<p>questions, using memorized words and phrases.</p> <p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p>		
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<p>Unit 1 Week 7,8,9</p>	<p>3 weeks; 15 days (Three 40 minutes class periods)</p>	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p>*Students will be able to identify body parts and clothing in written/picture form</p> <p>*Students will be able to understand simple words and phrases including greetings, introductions, descriptions and simple conversations</p>	<p>*Students will be able to identify the basic parts of the body and items of clothing</p> <p>*Students will be able to describe themselves and others using basic adjectives</p> <p>*Students will be able to ask and answer basic questions about themselves and others.</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>
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		<p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p> <p>WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p>		
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		<p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p>		
Unit Week 10	15 days	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by	Students will be able to identify 9 shapes	Students will be able to identify 9 shapes

		<p>people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or</p>	<p>*Students will be able to describe themselves and others using basic adjectives</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>	<p>*Students will be able to describe themselves and others using basic adjectives</p> <p>*Students will be able to identify holidays and national/global recognition of other cultures</p> <p>*Students will be able to explain why it is important to learn about and understand other cultures</p>
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		<p>simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p> <p>WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short</p>		
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		<p>memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p>		
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**Grade 4 World Cultures– 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**

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

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**Cross-Curricular Connections**

<b>Interdisciplinary Connections</b>	<b>Technology Integration and Literacy</b>	<u><a href="#">Climate Change</a></u>	<u><a href="#">Amistad Law</a></u>	<u><a href="#">Holocaust Law</a></u> (under rationale statement)	<u><a href="#">LGBT Law</a></u>	<b>Asian Pacific Islander</b>	<b>Disability Law</b>
<ul style="list-style-type: none"> <li>Literature connections</li> </ul>	<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>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>While discussing the governments of Italy and France and the impact of World Wars, we will discuss how dictators contributed to the Holocaust.</li> <li>While discussing culture elements, we will discuss how Jewish culture was targeted by the Nazi party.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<p><i>Connections to Asian American Pacific Islander to be included into curriculum effective September 2022</i> <u><a href="#">RESOURCES</a></u></p> <p>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</p> <p>While discussing</p>	<p>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.</p>

					culture.	culture elements, we can discuss the tradition and culture of dancing in Spanish/French/Italian 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 ( <a href="#">Math Strategies</a> and <a href="#">ELA Strategies</a> )	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>• Extra time on assessments</li> <li>• Use of a graphic organizer</li> <li>• Use of concrete materials and objects (manipulatives)</li> <li>• Opportunities for cooperative partner work</li> <li>• Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>• Differentiated center-based small group instruction</li> <li>• If a manipulative is used during instruction, allow its use on a test</li> <li>• Provide reteach pages if necessary</li> <li>• Provide several ways to solve a problem if possible</li> <li>• Provide visual aids and anchor charts</li> <li>• Tiered lessons and assignments</li> <li>• Highlight key directions</li> <li>• Test in alternative site</li> <li>• Use of word processor</li> <li>• Allow for redos/retakes</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• Additional time for assignments</li> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Provision of notes or outlines</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Use of a study carrel</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Peer or scribe note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment projects</li> <li>• Higher-level cooperative learning activities</li> <li>• Provide higher-order questioning and discussion opportunities</li> <li>• Tiered centers</li> <li>• Tiered assignments</li> <li>• Alternate assignments/ enrichment assignments</li> <li>• Provide texts at higher reading level</li> <li>• Extension activities</li> <li>• Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	<ul style="list-style-type: none"> <li>• Continue practicing vocabulary</li> <li>• Choice of test format (multiple-choice, essay, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Clarify test directions, read test questions</li> <li>• Read test passages aloud (for comprehension assessment)</li> </ul>

	<ul style="list-style-type: none"> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Answers to be dictated</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Agenda book and checklists</li> <li>• Adjusted assignment timelines</li> <li>• Varied reinforcement procedures</li> <li>• Work in progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors or sloppy handwriting</li> </ul>		
<b>Individualized Learning Opportunities</b>			
<ul style="list-style-type: none"> <li>• Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.</li> </ul>			

<b>Possible Assessments</b>			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> <li>• Anecdotal notes during whole group, small group and individual conferences</li> <li>• Sharing strategies</li> <li>• Turn and talk</li> <li>• Stop and Jots</li> <li>• Graphic organizers</li> <li>• Running Records/skills check off</li> </ul>	<ul style="list-style-type: none"> <li>• Common Summative Assessments</li> <li>• Open-Ended Responses</li> </ul>	<ul style="list-style-type: none"> <li>• SGO Assessment</li> <li>• Oral Language Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Oil Stained Glass</li> <li>• Foldable Folder</li> <li>• French conversation</li> </ul>



**Grade 4 World Cultures– Unit 3: Italian**

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>Italian 60 days</p>	<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>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.</p> <p>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</p> <p>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.</p> <p>WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Students will be introduced and immersed in the seven elements of culture through three different major world languages and their respective cultures.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the elements of culture?</li> <li>• What are the continents and oceans in the world?</li> <li>• What are common phrases and words in Italian?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Cultures</li> <li>• Connections</li> <li>• Comparisons</li> <li>• Communities</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Specific One you want...</li> <li>• Option to choose from possible formative assessment list as necessarily</li> <li>• Teacher observed participation</li> <li>• Small activities and games</li> <li>• Worksheets and other cumulative assessments</li> <li>• Exit Tickets</li> </ul>	<p>Texts</p> <p>Materials</p> <p>YouTube + Other Video Resources</p> <p>Teacher Prepared Materials</p> <p>Stories, nonfiction, poetry, art, and music</p> <p>Culture Calendar</p> <p>Ancient Rome Research</p> <p>Map Skills</p>

	<p>words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.</p> <p>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.</p> <p>WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.</p> <p>WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p>		
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<p>WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.</p> <p>WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>WL.7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p>		
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