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. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
 - o 6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world
 - WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
 - WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics
 - WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
 - WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
 - o WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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

Year Long Pacing Guide					
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives	
Unit 1 Week 1 and 2	2 weeks; 10 days (Two 40 minutes class periods)	perspectives of other cultures in an interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics WL.NM.7.1.NM.PRSNT.1: Present	***Students will be able to identify the 7 days of the week, 12 months of the year, and the four seasons. *Students will be able to identify colors, numbers and shapes in written/picture form (Intensive review of Grade 3 skills)	*Students will be able to identify days of the week, months of the year, and the four seasons in written/oral form. *Students will be able to identify numbers 1-50. *Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures *Students will be able to identify months and seasons in written/oral form.	

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climate in the target regions of the
world and in one's own region using
memorized and practiced words,
phrases, and simple formulaic
sentences.

Unit 1 Week 3 and 4 2 weeks; 10 days (Two 40 minutes class periods)	and written directions, commands, and requests that relate to familiar and practiced topics	*Students will be able to identify adjectives such as colors and additional basic adjectives used to describe common objects *Students will be able to identify numbers 30-50.	**Students will be able to identify adjectives such as colors and additional basic adjectives orally and in writing. *Students will be able to identify numbers 30-50 orally and in writing *Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures
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Unit 1 Week 5 and 6	impact of different interpretations	*Students will be able to express likes and dislikes *Students will be able to describe people, places and objects	*Students will be able to express likes and dislikes using the verb gustar *Students will be able to describe people, places and objects using additional adjectives

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people with different cultural or	*Students will be able to ask and	*Students will be able to ask and
individual perspectives.	respond to questions	respond to common questions *Students will be able to identify
		holidays and national/global
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perspectives of other cultures in an		*Students will be able to explain why
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		brief messages with others about		
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 people with different cultural or individual perspectives. 6.1.5.HistoryUP.7: Describe why it is important to understand the 	*Students will be able to identify body parts and clothing in written/picture form *Students will be able to understand simple words and phrases including greetings, introductions, descriptions and simple conversations	*Students will be able to identify the basic parts of the body and items of clothing *Students will be able to describe themselves and others using basic adjectives *Students will be able to ask and answer basic questions about

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

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

Possible Assessment and Instructional Modifications			
Special Education	At-Risk (Math Strategies and ELA Strategies)	Gifted	English Language Learners
*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum. Possible Modifications/Accommodations Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts Tiered lessons and assignments Highlight key directions Test in alternative site Use of word processor Allow for redos/retakes	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered: • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Follow a routine/schedule • Teach time management skills • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures	 Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning 	 Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests Clarify test directions, read test questions Read test passages aloud (for comprehension assessment)

	 Work in progress check Personalized examples No penalty for spelling errors or sloppy handwriting 	
Individualized Learning Opportunities		

Individualized Learning Opportunities

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

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

	Grade 4 World Cultures – Unit 1 : Spanish				
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities		
Spanish 60 days	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	Obj. We are learning to: Students will be introduced and immersed in the seven elements of culture through three different major world languages and their respective cultures. Essential Questions: What are the elements of culture? What are the continents and oceans in the world? What are common phrases and words in Italian? Practices: Communicate Cultures Connections Comparisons Communities Suggested Formative Assessment(s): Specific One you want Option to choose from possible formative assessment list as necessarily Teacher observed participation Small activities and games Worksheets and other cumulative assessments Exit Tickets	Materials YouTube + Other Video Resources Teacher Prepared Materials Stories, nonfiction, poetry, art, and music Culture Calendar Duolingo Map Skills		

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	

managinal manda planaria and	
memorized words, phrases, and simplet memorized sentences that are	
supported by gestures and visuals.	
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.	

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
 - o 6.1.5. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
 - o 6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world
 - WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
 - WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics
 - WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
 - WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
 - o WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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

Year Long Pacing Guide					
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives	
Unit 1 Week 1 and 2	2 weeks; 10 days (Two 40 minutes class periods)	and practiced topics	identify the 7 days of the week, 12 months of the year, and the four seasons. *Students will be able to identify colors, numbers and shapes in written/picture form (Intensive review of Grade 3 skills)	*Students will be able to identify days of the week, months of the year, and the four seasons in written/oral form. *Students will be able to identify numbers 1-50. *Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures	

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	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.	
	Witten directions.	
	WL. 7.1.NM.IPRET.4: Report on	
	the content of short messages that	
	they hear, view, and read in	
	predictable culturally authentic	
	materials.	
	macrais.	
	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.	

Unit 1 Week 3 and 4	2 weeks; 10 days (Two 40 minutes class periods)	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.	*Students will be able to	**Students will be able to identify adjectives such as colors and additional basic adjectives orally and in writing. *Students will be able to identify numbers 30-50 orally and in writing *Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures

WL.NM.7.1.NM.PRSNT.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
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predictable culturally authentic
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WL. 7.1.NM.IPRET.5: Demonstrate
comprehension of brief oral and
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change.

		WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing. WL.NM.7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.		
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Unit 1 Week 7,8,9	noriods)	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by	*Students will be able to identify body parts and clothing in written/picture form *Students will be able to	*Students will be able to identify the basic parts of the body and items of clothing *Students will be able to describe themselves and others using basic

people with different cultural or		adjectives
individual perspectives.	understand simple words and phrases including greetings,	
l l l l l l l l l l l l l l l l l l l	introductions, descriptions and	*Students will be able to ask and
6.1.5.HistoryUP.7: Describe why it is	simple conversations	answer basic questions about
important to understand the	·	themselves and others.
perspectives of other cultures in an		*Students will be able to identify
interconnected world		holidays and national/global
		recognition of other cultures
WL.NM.7.1.NM.IPRET.1: Identify		
familiar spoken and written words,		*Students will be able to explain why
phrases, and simple sentences		it is important to learn about and understand other cultures
contained in culturally authentic		and other suitares
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.		
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WL.NM.7.1.NM.PRSNT.3: Imitate,		
recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
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Copy/write words, phrases, or		

		simple guided texts on familiar topics. WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing. WL.NM.7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions. WL. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. WL. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.		
Unit Week 10	15 days	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	Students will be able to identify 9 shapes *Students will be able to describe themselves and others using basic adjectives	Students will be able to identify 9 shapes *Students will be able to describe themselves and others using basic adjectives

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	6.1.5.HistoryUP.7: Describe why it is		
	important to understand the	*Students will be able to	*Students will be able to
	perspectives of other cultures in an	identify holidays and	identify holidays and
	lintarcannactad warld	, ,	1 ,
		national/global recognition of	
	WL.NM.7.1.NM.IPRET.1: Identify	other cultures	other cultures
	familiar spoken and written words,		
	phrases, and simple sentences		
	contained in culturally authentic	*Students will be able to	*Students will be able to
			explain why it is important to
	related to targeted themes.	1 2 1	1 1
	related to targeted themes.	learn about and understand	learn about and understand
	WL.NM.7.1.NM.IPRET.2: Respond	other cultures	other cultures
	with actions and/or gestures to oral		
	and written directions, commands,		
	and requests that relate to familiar		
l	and practiced topics		
	l		
	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.		
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	WL.NM.7.1.NM.PRSNT.3: Imitate,		
	recite, and/or dramatize simple		
	poetry, rhymes, songs, and skits.		
	WL.NM.7.1.NM.PRSNT.4:		
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	simple guided texts on familiar		
	topics.		

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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.		
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they hear, view, and read in		
predictable culturally authentic		
materials.		
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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.		

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	Personal Financial Literacy (9.1) and				
	Career Awareness, Exploration, and Preparation (9.2)				
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.	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.				
CRP12. Work productively in teams while using cultural global competence.					

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

					discuss how gender norms vary in each culture.	Uslanders While discussing culture elements, we can discuss the tradition and culture of dancing in Spanish/French/Ital ian culture and compare and contrast it with the Island Dancing of the Pacific.	
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Possible Assessment and Instructional Modifications					
Special Education	At-Risk (Math Strategies and	Gifted	English Language Learners		
*All teachers of students with special needs must review each	ELA Strategies) The possible list of	Enrichment projects	Continue practicing vocabulary		
student's IEP. Teachers must then select the appropriate	modifications/accommodations	Higher-level cooperative learning	Choice of test format (multiple-choice,		
modifications and/or accommodations necessary to enable the	identified for Special Education	activities	essay, true-false)		
student to appropriately progress in the general curriculum.	students can be utilized for At-Risk	Provide higher-order questioning	Vary test formats		
Possible Modifications/Accommodations	students. Teachers should utilize ongoing methods to provide	and discussion opportunities Tiered centers	 Read directions to student Provide study guides prior to tests 		
Extra time on assessments	instruction, assess student needs,	Tiered centersTiered assignments	Clarify test directions, read test		
Use of a graphic organizer	and utilize modifications specific to	Alternate assignments/ enrichment	questions		
Use of concrete materials and objects (manipulatives)	the needs of individual students. In	assignments	Read test passages aloud (for		
Opportunities for cooperative partner work	addition the following may be	Provide texts at higher reading level	comprehension assessment)		
Assign fewer problems at one time (e.g., assign only odds or	considered:	Extension activities			
evens)	Additional time for	Pairing direct instruction			
Differentiated center-based small group instruction	assignments	w/coaching to promote self directed			
If a manipulative is used during instruction, allow its use on a	Review of directions	learning			
testProvide reteach pages if necessary	Review sessionsUse of mnemonics				
Provide reteach pages in necessary Provide several ways to solve a problem if possible	Have student restate				
Provide visual aids and anchor charts	information				
Tiered lessons and assignments	Provision of notes or outlines				
Highlight key directions	Concrete examples				
Test in alternative site	Support auditory				
Use of word processor	presentations with visuals				
 Allow for redos/retakes 	 Use of a study carrel 				

	Assistance in maintaining				
	uncluttered space				
•	Peer or scribe note taking				
	Space for movement or breaks				
•	Extra visual and verbal cues				
	and prompts				
•	Books on tape				
•	Graphic organizers				
•	Preferential seating Preferential seating				
•	Reduction of distractions				
•	Answers to be dictated				
•	Follow a routine/schedule				
•	Teach time management skills				
•	Agenda book and checklists				
•	Adjusted assignment timelines				
	Varied reinforcement				
	procedures				
•	Work in progress check				
	Personalized examples				
	No penalty for spelling errors				
	or sloppy handwriting				
	Individualized Learning Opportunities				

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

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

	Grade 4 World Cultures – Unit 2 :French					
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities			
French 60 days	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short	 Obj. We are learning to: Students will be introduced and immersed in the seven elements of culture through three different major world languages and their respective cultures. *6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. *6.1.5.GeoGl.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. *6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. Essential Questions: What are the elements of culture? What are the continents and oceans in the world? What are common phrases and words in Italian? Practices: Communicate Cultures Connections Comparisons Communities Suggested Formative Assessment(s): Specific One you want Option to choose from possible formative assessment list as necessarily Teacher observed participation Small activities and games Worksheets and other cumulative assessments Exit Tickets 	Texts Materials YouTube + Other Video Resources Teacher Prepared Materials Stories, nonfiction, poetry, art, and music Culture Calendar Oil Stained Glass Map Skills			

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

answering simple, practiced questions, using memorized word and phrases.	ls	
WL.7.1.NM.IPERS.2: Share basineeds on very familiar topics usinwords, phrases, and short memor formulaic sentences practiced in class.	ng	
WL.7.1.NM.IPERS.3: Express or own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that supported by gestures and visuals	t are	
WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and reques when participating in classroom a cultural activities.		
WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-taking 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 us memorized and practiced words, phrases, and simple formulaic sentences.	e	

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. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
 - o 6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world
 - WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
 - WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics
 - WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
 - WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
 - o WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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

	Year Long Pacing Guide					
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives		
Unit 1 Week 1 and 2	2 weeks; 10 days (Two 40 minutes class periods)	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	identify the 7 days of the week, 12 months of the year, and the four seasons. *Students will be able to identify colors, numbers and shapes in written/picture form (Intensive review of Grade 3 skills)	*Students will be able to identify days of the week, months of the year, and the four seasons in written/oral form. *Students will be able to identify numbers 1-50. *Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures		

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

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global issues, including climate	
change.	
WL.7.1.NM.IPERS.1: Request and	
provide information by asking and	
answering simple, practiced	
questions, using memorized words	
and phrases.	
and pinases.	
WL.7.1.NM.IPERS.2: Share basic	
needs on very familiar topics using	
words, phrases, and short	
memorized formulaic sentences	
practiced in class.	
NH 7 1 NM IDED C 2 E	
WL.7.1.NM.IPERS.3: Express one's	
own and react to others' basic	
preferences and/or feelings using	
memorized words, phrases, and	
simplet memorized sentences that	
are supported by gestures and	
visuals.	
WL.7.1.NM.IPERS.4. Give and	
follow simple oral and written	
directions, commands, and requests	
when participating in classroom and	
cultural activities.	
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.	
NH 7 1 NA INCIDENCE OF 1	
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,	
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Unit 1 Week 3 and 4	2 weeks; 10 days (Two 40 minutes class periods)	phrases, and simple formulaic sentences. 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	**Students will be able to identify adjectives such as colors and additional basic adjectives orally and in writing. *Students will be able to identify numbers 30-50 orally and in writing *Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures

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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.	
mucorium.	
WL. 7.1.NM.IPRET.5: Demonstrate	
comprehension of brief oral and	
written messages found in short	
culturally authentic materials on	
global issues, including climate	
change.	
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	WL.7.1.NM.IPERS.1: Request and	
	provide information by asking and	
	answering simple, practiced	
	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	
	l l	
	practiced in class.	
	WL.7.1.NM.IPERS.3: Express one's	
	own and react to others' basic	
	preferences and/or feelings using	
	memorized words, phrases, and	
	simplet memorized sentences that	
	are supported by gestures and	
	visuals.	
	WL.7.1.NM.IPERS.4. Give and	
	follow simple oral and written	
	directions, commands, and requests	
	when participating in classroom and	
	cultural activities.	
	Cultural activities.	
	WL.7.1.NM.IPERS.5: Imitate	
l l	gestures and intonation of the target	
	culture(s) native speakers when	
	greeting others, during	
	leave-takings, and in daily	
	interactions.	
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	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.	
	bentences.	

Unit 1 Week 5 and 6	2 weeks; 10 days (Two 40 minutes class periods)	related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands,	*Students will be able to express likes and dislikes *Students will be able to describe people, places and objects *Students will be able to ask and	*Students will be able to express likes and dislikes using the verb gustar *Students will be able to describe people, places and objects using additional adjectives *Students will be able to ask and respond to common questions *Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain whit is important to loop about and
		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	ikes and dislikes *Students will be able to describe people, places and objects	additional adjectives *Students will be able to ask and respond to common questions *Students will be able to identify holidays and national/global recognition of other cultures
		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.
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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
answering simple, practiced

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

Unit 1 Week 7,8,9	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 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.		*Students will be able to identify the basic parts of the body and items of clothing *Students will be able to describe themselves and others using basic adjectives *Students will be able to ask and answer basic questions about themselves and others. *Students will be able to identify holidays and national/global recognition of other cultures *Students will be able to explain why it is important to learn about and understand other cultures
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	WL.NM.7.1.NM.PRSNT.4:	
	Copy/write words, phrases, or	
	simple guided texts on familiar	
I I	topics.	
	topics.	
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l l	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	
l l	label tangible cultural products	
	associated with climate change in	
	the target language regions of the	
	world.	
	world.	
	WI 7 1 NM IDDET 2. Handle.	
	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	
l l	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.	
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		WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class. WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals. WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.		
Unit Week 10	15 days	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by	l .	Students will be able to identify 9 shapes

people with different cultural or	*Students will be able to	*Students will be able to
individual perspectives.	describe themselves and	describe themselves and
6.1.5.HistoryUP.7: Describe why it is	others using basic adjectives	others using basic adjectives
important to understand the	*Students will be able to	*Students will be able to
perspectives of other cultures in an interconnected world	identify holidays and	identify holidays and
micreofficeted world	national/global recognition of	1 , ,
WL.NM.7.1.NM.IPRET.1: Identify	other cultures	other cultures
familiar spoken and written words,		
phrases, and simple sentences		
contained in culturally authentic materials and other resources	*Students will be able to	*Students will be able to
related to targeted themes.	explain why it is important to	explain why it is important to
	learn about and understand	learn about and understand
WL.NM.7.1.NM.IPRET.2: Respond	other cultures	other cultures
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		

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

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

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

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

				culture.	culture elements, we can discuss the tradition and culture of dancing in Spanish/French/Ital ian culture and compare and contrast it with the Island Dancing of the Pacific.
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Possible Assessment and Instructional Modifications				
Special Education	At-Risk (<u>Math Strategies</u> and <u>ELA Strategies</u>)	Gifted	English Language Learners	
*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum. Possible Modifications/Accommodations Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts Tiered lessons and assignments Highlight key directions Test in alternative site Use of word processor Allow for redos/retakes	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered: Additional time for assignments Review of directions Review sessions Use of mnemonics Have student restate information Provision of notes or outlines Concrete examples Support auditory presentations with visuals Use of a study carrel Assistance in maintaining uncluttered space Peer or scribe note taking	 Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning 	 Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests Clarify test directions, read test questions Read test passages aloud (for comprehension assessment) 	

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	Space for movement or breaks
	Extra visual and verbal cues
	and prompts
	Books on tape
	Graphic organizers
	Preferential seating
	Reduction of distractions
	Answers to be dictated
	Follow a routine/schedule
	Teach time management skills
	Agenda book and checklists
	Adjusted assignment timelines
	Varied reinforcement
	procedures
	Work in progress check
	Personalized examples
	No penalty for spelling errors
	or sloppy handwriting

Individualized Learning Opportunities

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

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

	Grade 4 World Cultures- Unit 3: Italian				
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities		
Italian 60 days	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. WL.NM.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using	Obj. We are learning to: Students will be introduced and immersed in the seven elements of culture through three different major world languages and their respective cultures. Essential Questions: What are the elements of culture? What are the continents and oceans in the world? What are common phrases and words in Italian? Practices: Communicate Cultures Connections Comparisons Communities Suggested Formative Assessment(s): Specific One you want Option to choose from possible formative assessment list as necessarily Teacher observed participation Small activities and games Worksheets and other cumulative assessments Exit Tickets	Texts Materials YouTube + Other Video Resources Teacher Prepared Materials Stories, nonfiction, poetry, art, and music Culture Calendar Ancient Rome Research Map Skills		

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

WL.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	
WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.	
WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals.	
WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	
WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	
WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.	