#### **GRADE 5 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. It is intended to build upon the language skills learned in previous years. 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 5 will be exposed to basic Spanish language terms for things like emotions, family members, animals, and common pastimes. 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 five will also be immersed in Spanish culture through a focus on Central 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.
  - 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)	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	*Students will be able to identify colors, numbers and shapes and common objects in written/picture form *Students will be able to understand simple words and phrases including greetings, introductions, descriptions and simple conversations  (Intensive review of Grade	*Students will be able to identify and use correctly the 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 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

WL.NM.7.1.NM.PRSNT.4: Copy/write words,	
phrases, or simple guided texts on familiar	
topics.	
topics.	
NAU NINA 7 1 NINA DDCNIT E. Duccout information	
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.	
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.	
WI 7 1 NM IDED C 2. Farmer 2.	
WL.7.1.NM.IPERS.3: Express one's own and	
react to others' basic preferences and/or feelings	
using memorized words, phrases, and simplet	

		memorized sentences that are supported by gestures and visuals.  WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.		
Unit 1 Week 3 and 4	2 weeks; 10 days (Two 40 minutes class periods)	WL.NM.7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	**Students will be able to identify emotions  *Students will be able to describe themselves and how they are feeling when asked *Students will be able to express likes and dislikes  *Students will be able to explain the importance of and historical contributions of individuals from cultures other than their own	*Students will be able to identify emotions orally and in writing. *Students will be able to respond appropriately when asked simple questions  *Students will be able to express likes and dislikes using the verb gustar  *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.7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  WL.7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.  WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals.  WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.		
Unit 1 Week 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 people with different cultural or individual perspectives.	*Students will be able to describe people, places and objects *Students will identify the names for family members *Students will be able to ask and respond to common questions	**Students will be able to describe people (family), 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

	6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in	importance of and historical	recognition of other cultures
	an interconnected world	contributions of individuals from cultures other than their own	*Students will be able to explain why it is important to learn about and understand other cultures
	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.	
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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	

Unit 1 Week 7,8,9	3 weeks; 15 days	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.	*Students will be able to identify	
	(Three 40 minutes class periods)	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.	animals and common pastimes 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 explain the importance of and historical contributions of individuals from cultures other than their own	*Students will be able to identify animals and common pastimes  *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

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.	
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Unit Week 10	15 days	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	*Students will be able to describe themselves and others using basic adjectives  *Students will be able to identify holidays and national/global recognition of other cultures  *Students will be able to	other cultures  *Students will be able to
		and/or gestures to oral and written directions,	explain why it is important to	explain why it is important to

	commands, and requests that relate to familiar and practiced topics	learn about and understand other cultures	learn about and understand other cultures
	WL.NM.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.		
	WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.		
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Grade 5 World Cultures – Unit 1: Spanish						
	Unit Vocabulary					
culture	continent	economy	government	Equator		
tradition	ocean	religion/beliefs	latitude	cardinal direction		
Spanish words and phrases customs (months, days, greetings, social organization longitude compass rose colors, shapes)						
cultural diffusion	diversity	language	Prime Meridian	Pangea/continental drift		

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

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		Cro	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.	<ul> <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>	• 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	<ul> <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> <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>			

ſ		Work in progress check				
		<ul> <li>Personalized examples</li> </ul>				
1		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> <li>Anecdotal notes during whole group, small group and individual</li> <li>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> <li>Common Summative Assessments</li> <li>Open-Ended Responses</li> </ul>	<ul> <li>SGO Assessment</li> <li>Oral Language Assessment</li> </ul>	<ul> <li>Oil Stained Glass</li> <li>Foldable Folder</li> <li>French conversation</li> </ul>			

Grade 5 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 wr	iting.	
WL.NM.7.1.NM.PRSNT.6: Name label tangible cultural products associated with climate change the target language regions of tworld.	in	
WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects daily life based on simple oral a written directions.	in	
WL. 7.1.NM.IPRET.4: Report of content of short messages that thear, view, and read in predictal culturally authentic materials.	hey	
WL. 7.1.NM.IPRET.5: Demons comprehension of brief oral and written messages found in short culturally authentic materials or global issues, including climate change.		
WL.7.1.NM.IPERS.1: Request provide information by asking a answering simple, practiced questions, using memorized wo and phrases.	and	
WL.7.1.NM.IPERS.2: Share baneeds on very familiar topics us words, phrases, and short memor formulaic sentences practiced in class.	orized	
WL.7.1.NM.IPERS.3: Express own and react to others' basic preferences and/or feelings usin		

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.	

#### **GRADE 5 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. It is intended to build upon the language skills learned in previous years. 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 5 will be exposed to basic French language terms for things like emotions, family members, animals, and common pastimes. 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 five will also be immersed in French culture through a focus on Africa. 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)	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	**Students will be able to identify and use the calendar terms correctly  *Students will be able to identify colors, numbers and shapes and common objects 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 and use correctly the 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 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

	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.	
	WI 7.1 NM IDDET 2. 11	
	WL. 7.1.NM.IPRET.3: Identify	
	familiar people, places, objects in	
	daily life based on simple oral and	
	written directions.	
	NVI 7 1 NM IDDET 4: Deport on	
	WL. 7.1.NM.IPRET.4: Report on	
	the content of short messages that they hear, view, and read in	
	predictable culturally authentic materials.	
	materials.	
	WL. 7.1.NM.IPRET.5: Demonstrate	
	comprehension of brief oral and	
	written messages found in short	
	culturally authentic materials on	
	global issues, including climate	
	change.	
	change.	
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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.  WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	**Students will be able to identify emotions  *Students will be able to describe themselves and how they are feeling when asked *Students will be able to express likes and dislikes  *Students will be able to explain the	*Students will be able to identify emotions orally and in writing. *Students will be able to respond appropriately when asked simple questions  *Students will be able to express likes and dislikes using the verb gustar  *Students will be able to identify holidays and national/global recognition of other cultures  *Students will be able to explain why it is important to learn about and understand other cultures
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		WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.		
		WL.NM.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally in writing.		
		WL.NM.7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.		
		WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written directions.		
		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 1 Week 5 and 6	(1wo 40 minutes class perious)	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations	*Students will be able to describe people, places and objects	**Students will be able to describe people (family), places and objects using additional adjectives
		of experiences and events by	*Students will identify the names for family members	*Students will be able to ask and respond to common questions

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	*Students will be able to ask and respond to common questions  *Students will be able to explain the importance of and historical contributions of individuals from cultures other than their own	*Students will be able to identify holidays and national/global recognition of other cultures  *Students will be able to explain why it is important to learn about and understand other cultures
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.		
Unit 1 Week 7,8,9	(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.	*Students will be able to identify animals and common pastimes in written/picture form  *Students will be able to understand simple words and phrases including greetings, introductions, descriptions and	*Students will be able to identify animals and common pastimes  *Students will be able to describe themselves and others using basic adjectives  *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 interconnected world	*Students will be able to explain the importance of and historical contributions of individuals from	*Students will be able to identify holidays and national/global recognition of other cultures
	WL.NM.7.1.NM.IPRET.1: Identify	cultures other than their own	recognition of other cultures
	familiar spoken and written words,		*Students will be able to explain why
l I	phrases, and simple sentences		it is important to learn about and
l l	contained in culturally authentic		understand other cultures
l l	materials and other resources		
ľ	related to targeted themes.		
	WL.NM.7.1.NM.IPRET.2: Respond		
l l	with actions and/or gestures to oral		
	and written directions, commands,		
į	and requests that relate to familiar		
[	and practiced topics		
	WL.NM.7.1.NM.PRSNT.1: Present		
	basic personal information,		
l l	interests, and activities using		
r	memorized words, phrases, and a		
	few simple sentences on targeted		
t	themes.		
	WL.NM.7.1.NM.PRSNT.2: State		
	basic needs on very familiar topics		
ļ ļ	using words, phrases, and short		
l l	memorized, formulaic sentences		
	practiced in class.		
	WL.NM.7.1.NM.PRSNT.3: Imitate,		
	recite, and/or dramatize simple		
ļ	poetry, rhymes, songs, and skits.		
	WL.NM.7.1.NM.PRSNT.4:		
l l	Copy/write words, phrases, or		
	simple guided texts on familiar		
l l	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. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.  6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an	*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  *Students will be able to
		interconnected world		identify holidays and

		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.	*Students will be able to explain why it is important to learn about and understand 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.6: Name ar 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: Demonstra comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	е	

Grade 5 World Cultures – Unit 2 :French							
	Unit Vocabulary						
culture continent economy government Equator							
tradition	ocean	religion/beliefs	latitude	cardinal direction			
customs	French words and phrases customs (months, days, greetings, social organization colors, shapes)		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.			

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 discuss how gender norms vary in each culture.	Connections to Asian American Pacific Islander to be included into curriculum effective September 2022 RESOURCES  We would like to suggest having the South Pacific Island Dancers from Paulsboro, NJ come to our schools to perform their dance routines with the school to expose the students to the music and dance of Asian Pacific Islanders  While discussing culture elements, we can discuss the tradition and culture of dancing in	While talking about the cultural element of Language, we will include topics such as text to speech apps, sign language, hand signals and the use of programs such as Duolingo for people with various disabilities to use according to their individual needs.

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Possible Assessment and Instructional Modifications			
Special Education	At-Risk (Math Strategies and ELA Strategies)	<u>Gifted</u>	English Language Learners
*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.  Possible Modifications/Accommodations  Extra time on assessments  Use of a graphic organizer  Use of concrete materials and objects (manipulatives)  Opportunities for cooperative partner work  Assign fewer problems at one time (e.g., assign only odds or evens)  Differentiated center-based small group instruction  If a manipulative is used during instruction, allow its use on a test  Provide reteach pages if necessary  Provide several ways to solve a problem if possible  Provide visual aids and anchor charts  Tiered lessons and assignments  Highlight key directions  Test in alternative site  Use of word processor  Allow for redos/retakes	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:  Additional time for assignments  Review of directions  Review sessions  Use of mnemonics  Have student restate information  Provision of notes or outlines  Concrete examples  Support auditory presentations with visuals  Use of a study carrel  Assistance in maintaining uncluttered space  Peer or scribe note taking  Space for movement or breaks  Extra visual and verbal cues and prompts  Books on tape  Graphic organizers  Preferential seating	<ul> <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> <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>

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

#### **Individualized Learning Opportunities**

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

	Possible Assessments			
Formative Assessments Summative Assessments		Performance Assessments	Major Activities/Assignments	
<ul> <li>Anecdotal notes during whole group, small group and individual</li> <li>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> <li>Common Summative Assessments</li> <li>Open-Ended Responses</li> </ul>	<ul> <li>SGO Assessment</li> <li>Oral Language Assessment</li> </ul>	<ul> <li>Oil Stained Glass</li> <li>Foldable Folder</li> <li>French conversation</li> </ul>	

Grade 5 World Cultures – Unit 2: French			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
French 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	Texts Materials YouTube + Other Video Resources Teacher Prepared Materials Stories, nonfiction, poetry, art, and music Culture Calendar Oil Stained Glass Map Skills Duolingo

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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.	

#### **GRADE 5 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. It is intended to build upon the language skills learned in previous years. 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 5 will be exposed to basic Italian language terms for things like emotions, family members, animals, and common pastimes. 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 five will also be immersed in Italian culture through a focus on Italian Americans and their contributions to our country. 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)	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	**Students will be able to identify and use the calendar terms correctly  *Students will be able to identify colors, numbers and shapes and common objects 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 and use correctly the 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 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

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

Unit 1 Week 3 and 4	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.  WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	**Students will be able to identify emotions  *Students will be able to describe themselves and how they are feeling when asked *Students will be able to express likes and dislikes  *Students will be able to explain the	*Students will be able to identify emotions orally and in writing. *Students will be able to respond appropriately when asked simple questions  *Students will be able to express likes and dislikes using the verb gustar  *Students will be able to identify holidays and national/global recognition of other cultures  *Students will be able to explain why it is important to learn about and understand other cultures
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	WL.NM.7.1.NM.PRSNT.4:
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	Copy/write words, phrases, or
	simple guided texts on familiar
	topics.
	WL.NM.7.1.NM.PRSNT.5: Present
	information from age- and
	level-appropriate, culturally
	authentic materials orally in writing.
	WL.NM.7.1.NM.PRSNT.6: Name and
	label tangible cultural products
	associated with climate change in
	the target language regions of the
	world.
	WL. 7.1.NM.IPRET.3: Identify
	familiar people, places, objects in
	daily life based on simple oral and
	written directions.
	WL. 7.1.NM.IPRET.4: Report on
	the content of short messages that
	they hear, view, and read in
	predictable culturally authentic
	materials.
	WL. 7.1.NM.IPRET.5: Demonstrate
	comprehension of brief oral and
	written messages found in short
	culturally authentic materials on
	global issues, including climate
	change.
	WL.7.1.NM.IPERS.1: Request and
	provide information by asking and
	answering simple, practiced
	questions, using memorized words
	and phrases.

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

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	*Students will be able to ask and respond to common questions *Students will be able to explain the importance of and historical contributions of individuals from cultures other than their own	*Students will be able to 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 why it is important to learn about and understand other cultures
memorized words, phrases, and a few simple sentences on targeted themes.		
WL.NM.7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.		
WL.NM.7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
WL.NM.7.1.NM.PRSNT.4: Copy/write words, phrases, or		

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

		memorized formulaic sentences practiced in class.  WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals.  WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  WL.7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.		
Unit 1 Week 7,8,9	(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.	*Students will be able to identify animals and common pastimes in written/picture form  *Students will be able to understand simple words and phrases including greetings, introductions, descriptions and	*Students will be able to identify animals and common pastimes  *Students will be able to describe themselves and others using basic adjectives  *Students will be able to ask and

important to perspectives interconnected.  WL.NM.7.1.N familiar spoke phrases, and contained in materials and related to target with actions and written do and requests and practiced.  WL.NM.7.1.N with actions and written do and requests and practiced.  WL.NM.7.1.N basic personal interests, and memorized we few simple set themes.  WL.NM.7.1.N basic needs of using words, memorized, for practiced in composition of the practiced in composition of the practiced in composition.	contributions of individuals from cultures other than their own  A.IPRET.1: Identify mand written words, imple sentences culturally authentic other resources eted themes.  A.IPRET.2: Respond and/or gestures to oral rections, commands, hat relate to familiar topics of the cultures using ords, phrases, and a stences on targeted  A.PRSNT.1: Present information, activities using ords, phrases, and a stences on targeted  A.PRSNT.2: State every familiar topics hrases, and short remulaic sentences iss.  A.PRSNT.3: Imitate, dramatize simple is, songs, and skits.
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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.
	WL. 7.1.NM.IPRET.4: Report on
	the content of short messages that
	they hear, view, and read in
	predictable culturally authentic
	materials.
	WL. 7.1.NM.IPRET.5: Demonstrate
	comprehension of brief oral and
	written messages found in short
	culturally authentic materials on
	global issues, including climate
	change.
	WL.7.1.NM.IPERS.1: Request and
	provide information by asking and
	answering simple, practiced
	questions, using memorized words
	and phrases.
	WL.7.1.NM.IPERS.2: Share basic
	needs on very familiar topics using
	words, phrases, and short
	memorized formulaic sentences
	practiced in class.
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		WL.7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simplet memorized sentences that are supported by gestures and visuals.  WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  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.		Ct. douts will be able to
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.  6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an	*Students will be able to describe themselves and others using basic adjectives  *Students will be able to	Students will be able to identify 9 shapes  *Students will be able to describe themselves and others using basic adjectives  *Students will be able to
		interconnected world		identify holidays and

		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.	*Students will be able to explain why it is important to learn about and understand 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.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.	
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	
questions, using memorized words	
and phrases.	
F	
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 ZINAIDEDCA 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	

	re supported by gestures and risuals.	
fo d w	WL.7.1.NM.IPERS.4. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	
g c g le	WL.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during eave-takings, and in daily interactions.	
b c w n p	WL.7.1.NM.IPERS.6: Exchange orief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, obrases, and simple formulaic entences.	

Grade 5 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.	<ul> <li>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.</li> <li>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> </ul>		

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

			ian culture and	
			compare and	
			contrast it with the	
			Island Dancing of	
			the Pacific.	

Possible Assessment and Instructional Modifications			
Special Education	At-Risk (Math Strategies and ELA Strategies)	<u>Gifted</u>	English Language Learners
*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.  Possible Modifications/Accommodations  Extra time on assessments  Use of a graphic organizer  Use of concrete materials and objects (manipulatives)  Opportunities for cooperative partner work  Assign fewer problems at one time (e.g., assign only odds or evens)  Differentiated center-based small group instruction  If a manipulative is used during instruction, allow its use on a test  Provide reteach pages if necessary  Provide several ways to solve a problem if possible  Provide visual aids and anchor charts  Tiered lessons and assignments  Highlight key directions  Test in alternative site  Use of word processor  Allow for redos/retakes	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:  • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated	<ul> <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> <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>

	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
<ul> <li>Anecdotal notes during whole group, small group and individual</li> <li>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> <li>Common Summative Assessments</li> <li>Open-Ended Responses</li> </ul>	<ul> <li>SGO Assessment</li> <li>Oral Language Assessment</li> </ul>	<ul> <li>Oil Stained Glass</li> <li>Foldable Folder</li> <li>French conversation</li> </ul>

Grade 5 World Cultures – Unit 3 : Italian				
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities	
Italian 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 Ancient Rome Research Map Skills Duolingo	

level-appropriate, culturally authentic materials orally in wr	iting.	
WL.NM.7.1.NM.PRSNT.6: Name label tangible cultural products associated with climate change the target language regions of tworld.	in	
WL. 7.1.NM.IPRET.3: Identify familiar people, places, objects daily life based on simple oral a written directions.	in	
WL. 7.1.NM.IPRET.4: Report of content of short messages that thear, view, and read in predictal culturally authentic materials.	hey	
WL. 7.1.NM.IPRET.5: Demons comprehension of brief oral and written messages found in short culturally authentic materials or global issues, including climate change.		
WL.7.1.NM.IPERS.1: Request provide information by asking a answering simple, practiced questions, using memorized wo and phrases.	and	
WL.7.1.NM.IPERS.2: Share baneeds on very familiar topics us words, phrases, and short memor formulaic sentences practiced in class.	orized	
WL.7.1.NM.IPERS.3: Express own and react to others' basic preferences and/or feelings usin		

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.	
WI 7 1 NM IDEDG ( F. 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,	
phrases, and simple formulaic	
sentences.	