

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

**GRADE Kindergarten– Unit 3 World Language and Research**

**Mission Statement**

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

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

**Unit/Module Overview**

Students will begin their world language unit and will continue their cultural conversations from the previous unit. They will explore the languages, cultures, traditions, and more associated with various cultures. Students will also utilize DuoLingo to have exposure and basic understandings of the Spanish Language. Additionally students will utilize reading as a means of personal growth, be able to locate, select and retrieve a variety of printed materials for reading, and develop strategies for effective information retrieval. All students will be able to understand, analyze, evaluate, synthesize and apply appropriate information effectively and access technological resources independently. All students will acquire an appreciation of the Library media Center as a life-long learning environment.

**Standards Covered in Current Unit/Module**

**Related Standards and Learning Goals**

**Life Literacies and Key Skills Standards:**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., ● K-2-ETS1-1,

6.3.2.GeoGI.2).

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6.,n 8.2.2.ED.2).

#### Career Awareness, Exploration, and Preparation

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

#### Theater Standards:

- 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theater work informally to peers/audience and participate in the process.

#### ELA Standards:

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. opportunity to integrate climate change education.
  - Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
  - Continue a conversation through multiple exchanges.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

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### World Language Standards

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

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

Topic & # Days	Critical Knowledge & Skills	Possible Resources & Activities	Major Activities/Assignments
Unit 3 = 11 Days	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● I can identify and discuss various cultures through literature and website exploration.</li> <li>● I can identify a few memorized words related to the identified language.</li> <li>● I can use pictures and gestures to identify and locate different countries on a map as it relates to the grade level identified language.</li> <li>● I can respond to simple questions in the identified language.</li> <li>● I can share and present my knowledge of the culture and language learned with support from the teacher.</li> <li>● I can utilize multiple resources (i.e.: books, websites, DuoLingo) to make connections about the culture and community I learned</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Why is it important to learn about and appreciate different cultures?</li> <li>● How can communication be impacted by the level of cultural understanding among individuals?</li> <li>● How does brainstorming create new ideas?</li> <li>● Why is it important to collaborate with other individuals?</li> </ul>	<ul style="list-style-type: none"> <li>● The Luckiest St. Patrick's Day Ever by Teddy Slater w/map of Ireland</li> <li>● The Best Nest by P.D. Eastman and slideshow of rainforest</li> <li>● A House for Hermit Crab by Eric Carle and maps of South African beaches</li> <li>● When Spring Comes by Kevin Henkes and picture cards showing difference in seasons between US and Australia</li> <li>● Friends by Michael Foreman - activity sheet of friends looking different/having different backgrounds</li> <li>● Elmer the Patchwork Elephant by David McKee and cultural doll activity (different clothes, all children with same needs)</li> <li>● Please Mr. Panda by Steve Anthony and would you like a donut? activity</li> <li>● Online catalog use</li> <li>● Leprechaun building</li> <li>● Collaborative research using different sources</li> <li>● Book swap</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Countries of the World</a></li> <li>● A Ticket Around the World by Natalia Diaz &amp; Melissa Owens</li> <li>● Me on the Map by Joan Sweeney</li> <li>● Label Map with Oceans, Continents, Hemispheres, Equator</li> <li>● Where in the World Do I Live activities</li> <li>● Compass Rose/Directions</li> <li>● <a href="#">Kinesthetic World Map Activity</a></li> <li>● Review Greetings from the "Hello Song"</li> <li>● <a href="#">A Trip to North America</a></li> <li>● Teacher and peer observations</li> <li>● Class conversations in Spanish language</li> <li>● Presentations regarding language and the culture</li> <li>● Rubrics and directions will be provided for assignments</li> <li>● Teacher Checklist of expected behaviors</li> <li>● Games</li> <li>● Artwork/Crafts</li> <li>● Totem Tale by Deb Vanasse</li> <li>● The Legend of the Paintbrush by Tomie</li> </ul>

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	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● In order to avoid bias and ensure all individuals and groups are respected and considered, it is important to maintain awareness of cultural differences that exist in society.</li> <li>● Students regularly think of ideas that solve problems in new and different ways and should be encouraged to consider unconventional ideas as solutions to issues, tasks or problems.</li> <li>● Seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace</li> </ul>	<ul style="list-style-type: none"> <li>● Library inventory /Author study e.g. Jan Brett</li> <li>● Using labels/posters as resources around the room in Spanish</li> <li>● Holiday celebrations</li> <li>● maps/globes</li> <li>● ELL Resources <ul style="list-style-type: none"> <li>○ Display words in native languages around the library</li> <li>○ Show videos with conversational library skills in native language</li> <li>○ Incorporate books and discussions about cultural traditions and holidays</li> <li>○ Teach digital literacy skills – including how to navigate online resources for language learning</li> </ul> </li> </ul>	dePaola <ul style="list-style-type: none"> <li>● North America by Libby Koponen</li> <li>● North America by Rebecca Olién</li> <li>● Explore North America by Molly Aloian</li> <li>● Rookie Reader: North America by Madeline Donaldson</li> <li>● <a href="#">National Geographic Kids</a></li> <li>● <a href="#">Kids World Travel Guide</a></li> <li>● Australia &amp; Oceania by Mel Friedman</li> <li>● Over in Australia: Amazing Animals Down Under by Marianne Berkes</li> <li>● Australia by Rebecca Olién</li> <li>● Australia by Madeline Donaldson</li> <li>● Rookie Reader: Australia by Allan Fowler</li> <li>● Koala Lou by Mem Fox</li> <li>● <a href="#">Australia Country Profile National Geographic Kids</a></li> </ul>
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### Cross-Curricular Connections Specific to Cultural Literacy

Interdisciplinary Connections	Technology Integration and Literacy	<a href="#">Climate Change</a>	<a href="#">Amistad Law</a> (Required in Social Studies Curriculum)	<a href="#">Holocaust Law</a> (Required in Social Studies Curriculum)	<a href="#">LGBT Law</a> (For Social Studies, Science, or ELA)	<a href="#">Asian Pacific Islander</a> (inclusion of texts)
Review basic words and phrases in Spanish for things such as the alphabet, numbers, days of the week, seasons, etc.  Practice physical actions or hand gestures to simple oral directions.  Discuss different	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.  8.2.2.EC.1: Identify and compare technology used in	Students will be exposed to articles, books, and information from around the world as it relates to climate change. In addition, they will learn how to research using some of the resources provided by the state.  Math Standards Connected to Climate Change:	Students may check out or research books and authors of African American cultures including, but not limited to: <ul style="list-style-type: none"> <li>● <i>Sulwe</i> by Lupita Nyong'o</li> <li>● <i>Hair Love</i> by Matthew A. Cherry</li> <li>● <i>Ruby Bridges Goes to School:</i></li> </ul>	Students may check out or research books and authors of Jewish cultures including, but not limited to: <ul style="list-style-type: none"> <li>● <i>The Tree in the Courtyard: Looking Through Anne Frank's Window</i> by Jeff Gottesfeld</li> <li>● <i>I Will Come Back For You: A Family in Hiding During</i></li> </ul>	Students may check out or research books which promote positive gender identities and authors who are part of the LGBTQ+ community including, but not limited to: <ul style="list-style-type: none"> <li>● <i>1,2,3: A Family Counting Book</i> by Bonnie Combs</li> <li>● <i>10,000 Dresses</i> by Marcus Ewert</li> </ul>	Students may check out or research books and authors of Asian Pacific Islander cultures (ie: Chinese, Japanese, Indian, Hawaiian, South East Asian, and Muslim) including, but not limited to: <ul style="list-style-type: none"> <li>● <i>Hot Pot Night</i> by Vincent Chen</li> <li>● <i>Eyes That Kiss in the Corners</i> by Joanna</li> </ul>

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cultures around the world and their heritage through books.	different schools, communities, regions, and parts of the world. (Grades K-2)	<ul style="list-style-type: none"> <li>• K.OA.2</li> <li>• K.DL.A.1</li> <li>• K.G.B.5</li> </ul> <p><i>ELA Standards Connected to Climate Change:</i></p> <ul style="list-style-type: none"> <li>• W.IW.K.2</li> <li>• SL.PE.K.1</li> </ul>	<p><i>My True Story by Ruby Bridges</i></p> <ul style="list-style-type: none"> <li>• <i>Dancing in the Wings by Debbie Allen</i></li> <li>• <i>Rosa by Nikki Giovanni</i></li> <li>• <i>He's Got the Whole World in His Hands by Kadir Nelson</i></li> <li>• <i>Aunt Harriet's Underground Railroad in the Sky by Faith Ringold</i></li> <li>• <i>Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly</i></li> </ul> <p><i>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</i></p>	<p><i>World War II by Marisabina Russo</i></p> <ul style="list-style-type: none"> <li>• <i>Hanna's Suitcase: The Quest to Solve the Holocaust Mystery by Karen Levine</i></li> <li>• <i>I Am A Star by Inge Auerbacher</i></li> <li>• <i>When Hitler Stole Pink Rabbit by Judith Kerr</i></li> <li>• <i>Jewish Authors including (Judith Kerr, Judy Blume, Louis Sachar, Francesca Simon, and more)</i></li> </ul> <p><i>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</i></p>	<ul style="list-style-type: none"> <li>• <i>And Tango Makes Three by Justin Richardson and Peter Parnell</i></li> <li>• <i>Best Best Colors: Los Mejores Colores by Eric Hoffman</i></li> <li>• <i>Call Me Tree/Llamame arbol by Maya Christina Gonzalez</i></li> <li>• <i>This Day in June by Gayle E. Pitman</i></li> <li>• <i>Families by Susan Kuklin</i></li> </ul> <p><i>During the World Language unit, students will learn about how every culture has different and unique family upbringings and cultural traditions.</i></p>	<p><i>Ho</i></p> <ul style="list-style-type: none"> <li>• <i>Natsumi by Susan Lendroth</i></li> <li>• <i>Gibberish by Young Vo</i></li> <li>• <i>Friends are Friends Forever by Dane Liu</i></li> <li>• <i>Ten Blocks to the Big Wok: A Chinatown Counting Book by Ying-Hwa Hu</i></li> <li>• <i>'Ohana Means Family by Llima Loomis</i></li> <li>• <i>Bilal Cooks Daal by Aisha Saeed</i></li> <li>• <i>The Katha Chest by Radhiah Chowhurdy</i></li> <li>• <i>Priya Dreams of Marigolds and Masala by Meenal Patel</i></li> </ul> <p><i>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</i></p>
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)

