

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

GRADE Kindergarten– Unit 2 Author Studies

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 learn about different authors and their writing styles. They will discuss how various authors use illustrations in certain ways to represent their writing style. They will compare and contrast how the use of language can be impactful. Students will also see how events can be portrayed differently depending on the genre of story that is used. They will explore how props or costumes can be used for storytelling. They will continue to grow their love of literacy as they wrap the unit during Read Across America Month.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

Life Literacies and Key Skills Standards:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 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
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.2.TL.5: Describe the difference between real and virtual experiences

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.

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.

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Topic & # Days	Critical Knowledge & Skills	Possible Resources & Activities
Unit 2 = 13 Days	<p>Objectives:</p> <ul style="list-style-type: none"> • I can understand the basic organizational pattern of the library • I can demonstrate proper library citizenship • I can listen to and speak about books of different authors. • I can identify facts and share opinions from books of different genres. • I can participate in activities that use technology to learn more about topics such as holidays and traditions. • I can ask questions that spark my curiosity and make me want to research more. • I can appreciate similarities and differences of illustrations <p>Essential Questions</p> <ul style="list-style-type: none"> • How do some authors write with a similar style for each book? • Why are there different genres of literature? • How can digital devices help me learn more about a topic of interest? • Why is it important to recognize that there are various races and end cultures that can be represented in literature? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Responsible users of the library respect library materials and the rights of others to use them. • Reading can lead to new adventures and inquiries. • Reading allows me to explore many topics. • Technology provides different sources of media to help me connect and learn about the world. • There are many digital resources available, but children may need assistance in knowing which ones are reliable. • Informational literacy is an essential skill in accessing, gathering, and organizing information effectively and efficiently. 	<ul style="list-style-type: none"> • Displays and posters for active listening. • Shelf Markers • Whole group Read Alouds with selections such as: <ul style="list-style-type: none"> ○ Tacky the Penguin by Helen Lester ○ Three Cheers for Tacky by Helen Lester ○ Tacky in Trouble by Helen Lester ○ Brown Bear, Brown Bear What Do You See by Bill Martin ○ Polar Bear, Polar Bear What Do You Hear? By Bill Martin ○ Brown Boy, Brown Boy What Can You Be? By Ameshia Arthur ○ Growing Vegetable Soup by Lois Ehlert ○ Waiting for Wings by Lois Ehlert ○ Eating the Alphabet by Lois Ehlert • Graphic Organizers • Penguin cutouts and props to act out story • Class Chinese Dragon creation and Chinese Zodiac Masks • Author and Illustrator highlight posters • Anchor Chart for Characters, Setting, and Plot Elements • Posters of basic Spanish greetings and leavings • Visual aides for Spanish terms such as colors, parts of a book or library, and members of a family • ELL Resources <ul style="list-style-type: none"> ○ Display words in native languages around the library ○ Show videos with conversational library skills in native language ○ Incorporate books and discussions about cultural traditions and holidays ○ Teach digital literacy skills – including how to navigate online resources for language learning

Cross-Curricular Connections Specific to Cultural Literacy

Interdisciplinary Connections	Technology Integration and	Climate Change	Amistad Law (Required in Social	Holocaust Law (Required in Social	LGBT Law (For Social Studies, Science, or	Asian Pacific Islander (inclusion of texts
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	Literacy		Studies Curriculum)	Studies Curriculum)	ELA)	
<p><i>Review basic words and phrases in Spanish for things such as the alphabet, numbers, days of the week, seasons, etc.</i></p> <p><i>Practice physical actions or hand gestures to simple oral directions.</i></p> <p><i>Discuss different cultures around the world and their heritage through books.</i></p>	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i></p> <p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. (Grades K-2)</p>	<p><i>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.</i></p> <p>Math Standards Connected to Climate Change:</p> <ul style="list-style-type: none"> ● K.OA.2 ● K.DL.A.1 ● K.G.B.5 <p>ELA Standards Connected to Climate Change:</p> <ul style="list-style-type: none"> ● W.IW.K.2 ● SL.PE.K.1 	<p><i>Students may check out or research books and authors of African American cultures including, but not limited to:</i></p> <ul style="list-style-type: none"> ● <i>Sulwe by Lupita Nyong'o</i> ● <i>Hair Love by Matthew A. Cherry</i> ● <i>Ruby Bridges Goes to School: My True Story by Ruby Bridges</i> ● <i>Dancing in the Wings by Debbie Allen</i> ● <i>Rosa by Nikki Giovanni</i> ● <i>He's Got the Whole World in His Hands by Kadir Nelson</i> ● <i>Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold</i> ● <i>Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly</i> <p><i>In addition, students</i></p>	<p><i>Students may check out or research books and authors of Jewish cultures including, but not limited to:</i></p> <ul style="list-style-type: none"> ● <i>The Tree in the Courtyard: Looking Through Anne Frank's Window by Jeff Gottesfeld</i> ● <i>I Will Come Back For You: A Family in Hiding During World War II by Marisabina Russo</i> ● <i>Hanna's Suitcase: The Quest to Solve the Holocaust Mystery by Karen Levine</i> ● <i>I Am A Star by Inge Auerbacher</i> ● <i>When Hitler Stole Pink Rabbit by Judith Kerr</i> ● <i>Jewish Authors including (Judith Kerr, Judy Blume, Louis Sacher, Francesca Simon, and more)</i> <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>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:</i></p> <ul style="list-style-type: none"> ● <i>1,2,3: A Family Counting Book by Bonnie Combs</i> ● <i>10,000 Dresses by Marcus Ewert</i> ● <i>And Tango Makes Three by Justin Richardson and Peter Parnell</i> ● <i>Best Best Colors: Los Mejores Colores by Eric Hoffman</i> ● <i>Call Me Tree/Llamame arbol by Maya Christina Gonzalez</i> ● <i>This Day in June by Gayle E. Pitman</i> ● <i>Families by Susan Kuklin</i> <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>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:</i></p> <ul style="list-style-type: none"> ● <i>Hot Pot Night by Vincent Chen</i> ● <i>Eyes That Kiss in the Corners by Joanna Ho</i> ● <i>Natsumi by Susan Lendroth</i> ● <i>Gibberish by Young Vo</i> ● <i>Friends are Friends Forever by Dane Liu</i> ● <i>Ten Blocks to the Big Wok: A Chinatown Counting Book by Ying-Hwa Hu</i> ● <i>'Ohana Means Family by Llima Loomis</i> ● <i>Bilal Cooks Daal by Aisha Saeed</i> ● <i>The Katha Chest by Radhiah Chowhurdy</i> ● <i>Priya Dreams of Marigolds and Masala by Meenal Patel</i> <p><i>In addition, students will</i></p>

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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)