

P.Cert. Gr. 3 Holidays around the world

Content Area: **Social Studies**
Course(s):
Time Period: **December**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Students will be introduced to, and experience holiday traditions in various cultural groups and geographical areas around the world.

Enduring Understandings

- Recognize literature, art, music, food, dance, architecture, and religion as expressions of culture.
- We are part of a larger world including continents and bodies of water.
- Maps help us to identify, locate and understand spatial relationships.
- Compare and contrast the many ways people express their culture.

Essential Questions

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

D. History, Culture, and Perspectives

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

- How do people around the world express their culture?
- What cultures are expressed in the United States? How do they compare with other countries?
- Why do people move to new places?
- How do they move to new places?
- How do maps help us understand where places are in the world?

Instructional Strategies & Learning Activities

Concepts:

- Identify continents and oceans of the world.
- Identify political, population, physical maps and explain how to use them.
- Identify different cultures and traditions in world and compare them to what our culture and traditions are.

Skills and Methodologies:

- Locate oceans and continents of the world on a world map.
- Summarize stories from cultures around the world.
- Calculate travel miles to countries around the world.
- Identify passports and explain why they are needed to travel around the world.
- Use various maps to locate information.
- Identify the international dateline and explain longitude and latitude.

Instructional Activities:

- In binders, students will record their experience of “traveling” to at least two other countries.
- Keep a passport for travel from country to country.
- Record miles traveled and continents and/or oceans crossed in their “travels”
- Read about the countries cultures and traditions identifying the country’s flag and “gift giver”.
- Write summary of traditional story or tale from the countries visited.
- Write a postcard to “send” to the other third grade classes about their “travels”.
- Students will create an ornament to represent the countries traveled to place on the Holidays Around the World tree in the school lobby.
- Students will learn traditional songs sung to celebrate holidays in the countries they “visit”.
- Identify their own cultural background and provide a food item from that culture to share at a culminating Holidays Around the World celebration along with sharing their binders, songs and any other projects completed while studying the unit.
- Read cultural stories on the online Newsela program.

Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology Integration

Students will interact with the SmartBoards, Chromebooks, and Document Camera.

TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.5.B.CS2	The effects of technology on the environment.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.5.A.1	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
TECH.8.2.5.C.CS2	The application of engineering design.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

Interdisciplinary Connections

CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CCSS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CCSS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Differentiation

- Modify the continents and oceans test as needed e.g. spelling not counted or strips of words to stick on oceans and continents.
- Less work required in folder as needed.
- Extension encouraging independent study of additional countries to be presented to the class.
- Create a “suitcase” independent study of a country from the child’s culture and heritage.

Modifications & Accommodations

IEP and 504 accommodations

See Differentiation

Benchmark Assessments

Nonfiction DRA, Nonfiction Aimsweb

Formative Assessments

Teacher observation

Discussion

Worksheets

Performance Task

Summative Assessments

- Continents and Oceans test.

- Portfolio binder of “holiday travel” using a grading checklist.
- Multiple choice Harcourt Social Studies chapter 10 test.
- True/False pretest Unit 5.
- Comprehension quizzes on Newsela.

Instructional Materials

- Variety of holiday storybooks from around the world.
- Passport applications and “passports” for each child.
- Binders to collect all the information for the unit.
- www.goggleearth.com
- www.newsela.com
- Polar Express DVD
- DVD of Holiday Traditions in Europe.
- Harcourt Social Studies textbook, students’ workbook and assessments.

Standards

SOC.6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
SOC.6.1.4.A.CS9	The world is comprised of nations that are similar to and different from the United States.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SCI.3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
SOC.6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
SOC.6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
SOC.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.
SOC.6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.
SOC.6.1.4.B.CS2	Places are jointly characterized by their physical and human properties.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.1.4.A.CS8	Immigrants can become and obtain the rights of American citizens.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.6.1.4.B.CS1	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.