Dec. 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 Career Readiness, Life Literacies and Key Skills

9.4.5.CI	Creativity and Innovation Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.GCA	Global and Cultural Awareness
	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML	Information and Media Literacy
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Technology and Design Integration

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

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

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.

- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

- 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

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 accommodations

See Differentiation

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Nonfiction DRA, Nonfiction Aimsweb

Formative Assessments

Teacher observation

Discussion

Worksheets

Performance Task

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

- 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

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.
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.
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.
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).
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.
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.
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).
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.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
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.
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
SOC.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.