|  |
| --- |
| **Unit Information** |
| **Unit Theme: Unit 5****Cultures** | **Cultural Diversity Awareness** | **Grade****Level:** | **3** |
| **Integrated Subject/Topic:** | **English Language Arts / Social Studies** |
| **Length (in weeks/days):****1st 2nd 3rd 4th**  | **6-9 weeks** |
| **Developers:** | **Danielle Alford, Rosanne Dickerson, Kari Pearce, Bill Wade, Christie Stephenson, Tricia Korneluk, Cheryl Alston, Karen Blake** |

|  |
| --- |
| **What’s The Big Idea (s)?** |
| 1. I can use key details to identify the central message, lesson, or moral.
2. I can learn about diverse cultures through research.
3. I can learn how cultures borrow and share by reading non-fiction books.
 |
| **Essential Questions** |
| 1. How can learning key details from a fable, folk tale, or myth of diverse cultures help me understand the central message/main idea/lesson learned moral?
2. How can conducting research help me learn about diverse cultures?
3. How can non-fiction text help me learn how cultures share, borrow and/or work together?
 |
| **Priority Standards** | **Supporting Standards** |
| RL.3.2 I can recount stories, including fables, folktales, and myths from diverse cultures; determining the central message, lesson, or moral and explaining how it is conveyed through key details in the text.W3.7 I can conduct short research projects that build knowledge about a topic.3. C.1 I can understand how diverse cultures are visible in local and regional communities. | RI.3.10 I can read and comprehend informational text, including historical/social studies, science, technical tests, at the higher end of 3rd grade text complexity band independently and proficiently.SL.3.1 I can engage in collaborative discussions with diverse partners on grade level topics and text.RI.3.3 I can ask and answer questions to demonstrate understanding of a text referring explicitly as the text as the basis for the answers.RI.3.5 I can use text features and search tools to locate information relevant to 3rd grade or subject area. |
| **Possible Minilessons Statements** |
| *Students will:* *Research clothes, food, and shelter from another culture and around the world.**Compare different culture to culture in the US.* *Blog about findings to share with the class.* *Make a power point about a culture from a different country.* |
|  |
|  |
| **Problem-Based / Hands-On Learning Activities** |
| **\*Students will present findings to class in a PowerPoint.****\*Students will use the internet and books to research different cultures and record findings in a Blog.****\*Students will reflect on what they know and what they want to know about that culture.****\*Students will begin completing the KWL chart.****\*Students will investigate the similarities and differences of various cultures.****\*Students will use the internet and books to research different cultures, and make a PowerPoint to present to the**  **class.** |
| **Essential Vocabulary** |
|  | Cultural diversity journey regions traveling/tourism community ancestor society bilingual alien immigrant citizen migrant  |  |  |
| **Resources** |
| **S.S. Level Readers****Encyclopedias****Digital Media****United Streaming Videos****Websites on multicultural and diversity****Library books on topic** |
| **Achievement Targets- Assessment****What are the tasks implied by the verbs in the standards? What will the student be able to do?** |
| **Diagnostic** | **Informal** | **Formal** |
| **KWL charts****Communities Over Time Project****Presentation of Project****Concept Maps (Inspiration software, bubble map, compare and contrast map, flow charts, etc.)****Timelines** | **Observations****Class and group discussions****PowerPoint Collaboration****Think, Pair & Share activities****Interviews and guest speakers****Multi-cultural Fair** | **Quizzes/Test****Rubric Assignments** |