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| **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** | | |

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| **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.* | | | | | | |
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| **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** | |