### 3rd Grade World Culture – Unit 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>North America - Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time frame</td>
<td>7 weeks</td>
</tr>
<tr>
<td>21&lt;sup&gt;st&lt;/sup&gt; Century Themes</td>
<td>Global Awareness, Communication and Collaboration, Information, Media, and Technology Literacy, Life and Career Skills, Social and Cross-Cultural Skills</td>
</tr>
</tbody>
</table>
| Interdisciplinary focus and technology integration | ● Smart board  
 ● DVD player  
 ● Computer Technology: Internet Websites  
 ● Social Studies Connection: maps, continents  
 ● Language Arts Connection: reading, writing  
 ● Science Connection: climate, weather, plants, and animals  
 ● Music Connection: cultural songs, instruments and dances  
 ● Art Connection: cultural artwork |

**Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed**

**Learning Targets-students will be able to;**

- Gain insight that other languages and cultures exist besides their own. Be aware of the differences and similarities among cultures.
- Investigate cultural activities such as games, songs and art.
- Demonstrate basic map and globe skills. Determine locations of places and interpret information available on maps and globes.
- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. Describe the physical features of places and regions.
- Recount stories from diverse cultures and determine their central message, lesson, or moral.
- Explore the climate, plants, animals, and people of various world regions. Describe the impact of weather on everyday life. Recognize how different environments affect and contribute to the variety of life found on Earth.

**Assessment**

- Teacher Observation
- Picture/Writing Journals
- Story Boards
- Graphs/Maps
- Debriefing
- Think-Pair-Share
- 3-Minute Pause
- Role Playing
- Dioramas

**Differentiation**

- Pair weaker readers with stronger readers
- Additional activities for those finished early
- Allow students to revise, refine
- Kinesthetic Activities
- Re-teach and Enrichment Activities
- Cooperative Learning (Flexible Grouping)

**Stage 2: Backward planning: from the assessment to the learning activities through inquiry**

**Content Standards**

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>RIT3.2 &amp; 5</th>
<th>RL3.2 &amp; 7</th>
<th>SL 3.1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>5.3.3.C.2</td>
<td>5.4.3.F.1</td>
<td>5.4.3.G.3</td>
<td></td>
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**Approaches to Learning**

- **Review and Reinforcement:** Reading and critical thinking skills are reinforced throughout each lesson
- **Reviewing Essential Questions:** Allows focus on main themes and concepts
- **Time Line Activities:** Reinforces sequencing and visual literacy skills
- **Teaching With Technology:** Incorporating various historical lessons utilizing on-line resources and maps
- **Spotlight Video:** Engage students through content based videos

**Learning Experiences and Suggested Activities**

- Create a world passport booklet
- Create a “suitcase” portfolio to document relevant information about the country as well as student progress.
- View maps of related continent and the selected country within it.
- Introduce and examine location of country on map and globes.
- Introduce fast facts for country.
- Virtual tours of the country via the internet.
- Expose children to literature from selected country.
- Compare size of country being studied to size of US states.
- Explore famous landmarks.
- View and read charts, maps, pictures, movies and stories.
- Introduce basic vocabulary and learn to speak simple words and phrases.
- Play a game, sing a song, dance, eat/prepare a food, and/or create an art project related to the culture of the country.

**Resources**

- Children’s Literature
- Multi-media presentations
- Interactive whiteboard
- Internet
- United Streaming videos
3rd Grade World Culture – Unit 2

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Europe - Italy</th>
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<tbody>
<tr>
<td>Time frame</td>
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</tbody>
</table>
| Interdisciplinary focus and technology integration | • Smart board  
• DVD player  
• Computer Technology: Internet Websites  
• Social Studies Connection: maps, continents  
• Language Arts Connection: reading, writing  
• Science Connection: climate, weather, plants, and animals  
• Music Connection: cultural songs, instruments and dances  
• Art Connection: cultural artwork |

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed

**Learning Targets—students will be able to;**

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- Recount stories from diverse cultures and determine their central message, lesson, or moral.
- Explore the climate, plants, animals, and people of various world regions. Describe the impact of weather on everyday life. Recognize how different environments affect and contribute to the variety of life found on Earth.

**Assessment**

- Teacher Observation  
- Picture/Writing Journals  
- Story Boards  
- Graphs/Maps  
- Debriefing  
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• 3-Minute Pause
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Stage 2: Backward planning: from the assessment to the learning activities through inquiry

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• **Reviewing Essential Questions**: Allows focus on main themes and concepts
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• **Teaching With Technology**: Incorporating various historical lessons utilizing on-line resources and maps
• **Spotlight Video**: Engage students through content based videos

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• Virtual tours of the country via the internet.
- Expose children to literature from selected country.
- Compare size of country being studied to size of US states.
- Explore famous landmarks.
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- Introduce basic vocabulary and learn to speak simple words and phrases.
- Play a game, sing a song, dance, eat/prepare a food, and/or create an art project related to the culture of the country.

### Resources

- Children’s Literature
- Multi-media presentations
- Interactive whiteboard
- Internet
- United Streaming videos
## 3rd Grade World Culture – Unit 3

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Asia - China</th>
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<tbody>
<tr>
<td>Time frame</td>
<td>7 weeks</td>
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</table>
| Interdisciplinary focus and technology integration | ● Smart board  
● DVD player  
● Computer Technology: Internet Websites  
● Social Studies Connection: maps, continents  
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### Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed

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<th>Learning Targets-students will be able to;</th>
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### Assessment

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● Story Boards  
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- 3-Minute Pause
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<thead>
<tr>
<th>Subject</th>
<th>Standards</th>
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<tbody>
<tr>
<td>English Language Arts</td>
<td>RIT3.2 &amp; 5, RL3.2 &amp; 7, SL 3.1, CCR:R.7</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Studies</td>
<td>6.1.4.A.14, 6.1.4.B.1, 6.1.4.C.9, 6.1.4.D.13, 15 – 16, 18 – 20</td>
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<tr>
<td>Interactive whiteboard</td>
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# 3rd Grade World Culture – Unit 5

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Middle East</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time frame</td>
<td>7 weeks</td>
</tr>
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