

TGC Fellow Unit Template *

Prepared by: Christy Weitz	School/Location: Weber Elementary School, Iowa City, IA
Subject: Social Studies/ELL	Grade: 3 Unit Title: Jobs in Communities Around the World Time Needed: 6 weeks
<p>Unit Summary: This unit will examine the year-long third grade social studies theme of communities through the lens of people within our own community, people’s roles and jobs within the community, and the ways that communities are similar and different around the world. Throughout the unit we will examine the meaning of culture through the iceberg model, learning about the various jobs that people do within communities, and we will compare and contrast our own community with communities in Bandar Lampung, Indonesia and Rosario, Argentina through research and an epals/Skype exchange.</p>	

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p>SS.3–5.PSCL.1</p> <p>Essential Concept and/or Skill: Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</p> <p>Goal 7: Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.</p> <p>Objective 7.10: Consider ethnic and cultural diversity</p> <p>Writing Standards W.3.8</p> <p>Recall information from experiences or gather information from print and digital</p>	Transfer	
	<i>Students will be able to independently use their learning to...(real world purpose)</i>	
	<p>Consider the impact their actions have on other people in their communities.</p> <p>Communicate ways that communities can work together, both locally and around the world.</p> <p>Communicate with people in other places in the world using technology.</p> <p>Use a keyboard to type their thoughts.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Different types of communities exist all around the world.</p> <p>People work together to make communities strong.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What is a community?</p> <p>How do people make a community strong?</p> <p>What jobs do people do within a community?</p>

<p>sources; take brief notes on sources and sort evidence into provided categories</p> <p>Reading Standards for Informational Text RI.3.9</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Different people fulfill different types of roles within communities.</p> <p>Each person has the capacity to impact his/her own community either positively or negatively.</p>	<p>How are communities in other parts of the world similar to and different from our community?</p>
Acquisition		
<p>GLOBAL COMPETENCY:</p> <ol style="list-style-type: none"> Investigate the world beyond the immediate environment. Recognize perspectives other than their own. Communicate ideas effectively with diverse audiences. 	<p>Students will know... (Content)</p> <p>The different aspects of culture, both visible and invisible, actions and beliefs.</p> <p>Definitions and usage of key terms such as community, citizen, and service.</p> <p>What makes up a community.</p> <p>The different roles that people fulfill within a community.</p> <p>That there are similarities and differences among communities in the world.</p>	<p>Students will be able to... (Skills)</p> <p>Describe the iceberg model of culture and give an example of above the surface and below the surface culture.</p> <p>Explain how the people’s actions affect the other people within their community.</p> <p>Describe the jobs that people do within a community.</p> <p>Compare and contrast their own community with communities around the world.</p> <p>Summarize what they learned from their epal exchange.</p>
Stage 2 - Evidence		
Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)	
<p>Assessments FOR Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)</p> <ol style="list-style-type: none"> KWL Chart completed with what students know, want to know, and learned about jobs in communities in Indonesia. 	<ol style="list-style-type: none"> Name jobs that people do within a community (teacher, farmer, etc.) Describe why these jobs are important. Identify similarities and differences in these jobs in different places in the world. Compare and contrast their own community with their partner community. Prioritize learning to identify “Most Interesting New Facts”. Participate appropriately in a group discussion. 	

<ol style="list-style-type: none"> 2. Venn Diagram with similarities and differences between our community and Rosario, Argentina. 3. Padlet posting of students' "Most Interesting New Facts". 4. Observation of whole class Skype discussions with partner classes. 5. Self assessment of group participation in skit assignment. 	<ol style="list-style-type: none"> 7. With a group, write and perform a skit that shows a job/jobs that people do in a community in Indonesia or Argentina. 8. Work collaboratively and productively within a group.
<p>Assessment OF Learning: (ex: performance task, project, final paper)</p> <ul style="list-style-type: none"> ● Final project assessed with a rubric. Students will complete a poster or PowerPoint Presentation describing community members in their own community and in their partner country. 	<ol style="list-style-type: none"> 1. Students will choose to create either a poster or a PowerPoint Presentation to present information about one job in their own community and what that job is like in their partner community. Students will sign up for jobs on a list in order to avoid duplication. Students will present their projects to the class and will be assessed on content, neatness, accuracy, and presentation skills. Posters will be displayed in the hall for other students and teachers in the school to see.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans will be separate)

Week One: What is culture? How do people my community strong? What jobs do people in my community do?

- ***Introduction to iceberg concept of culture.***
- ***Students add some of their own visible and invisible cultural beliefs to a class ThingLink.***
- ***Students generate class anchor chart of jobs that people do within our community and how they help make our community strong. Teacher will draw chart as a word web with a bubble connecting the job and how it makes the community strong. Examples: Teachers help us learn new things. Police officers keep us safe. Taxi drivers take us to places we need to be. (Taxi driver is a very common job for parents in my school, I try to include it whenever I can.)***

Week Two: What jobs do people in Argentina do? How do they help their communities?

- ***Students will complete KWL (see lesson below) about jobs in Argentina.***

- *Students will generate written questions to ask students in Argentina about their community and the jobs that adults do there.*
- *Students will practice their questions with a friend.*
- *Teacher will lead class rehearsal of asking questions during Skyping session.*
- *Students will Skype with elementary class in Argentina.*
- *Students will complete L section of KWL chart about what they learned from their counterparts in Argentina.*

Week Three: What jobs do people in Indonesia do? How do they help their communities?

- *Students will view kids version of CultureGrams website about Indonesia and make predictions about how jobs in communities in Indonesia will be similar to and different from jobs in communities in Argentina.*
- *Students will write to partner students in Indonesia using ePals website. Students emails will include two facts about jobs that people in Iowa do and ask two questions about jobs that people do in Indonesia.*
- *Students will complete Venn Diagrams comparing and contrasting the jobs that people do in our community in Iowa and the jobs that people do in Indonesia.*

Week Four:

- *Students will complete Padlet with “Most Interesting New Facts” learned about Argentina and Indonesia.*
- *Students will work in groups to create a skit that shows a job that people do in either Argentina or Indonesia.*
- *Students will perform skits during Team Time.*
- *Students will complete self-assessment of participation in skit assignment.*

Week Five:

- *Teacher will introduce final project to students and they will begin to work on it.*
- *Students will choose to create either a poster or PowerPoint Presentation to present information about one job in their own community and what that job is like in either Indonesia or Argentina.*
- *Students will sign up for jobs on a list to avoid duplication.*

Week Six:

- *Students will continue working on projects.*
- *Students will present their projects to the class and will be assessed on content, neatness, accuracy, and presentation skills.*
- *Posters will be displayed in the hall for other students and teachers in the school to see.*

****adapted from Understanding by Design Model***

TGC FELLOWS UBD Lesson Template

Lesson Title: KWL - Jobs in Indonesia Subject: Social Studies, ELL Prepared by: Christy Weitz

Materials Needed:

- CultureGrams Website
- Google Docs
- Google Images
- World Map

Global Competency:

Investigate the World

Where is the lesson going? (Learning Target or SWBAT)	Students will be able to describe what they know and want to know about jobs in Indonesia.
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Hook:

Play short video I recorded during visiting SD Kartika elementary school in Bandar Lampung. Show photos from my visit to Indonesia.

Equip:

After viewing the video, teacher will show students where Bandar Lampung, Indonesia is located on the world map. Teacher will point out where Sudan is in relation to Indonesia because many students in our school are from or have been to Sudan. Students will work with a partner to look through the kids version of CultureGrams to find out more about Indonesia.

Rethink and revise:

Tailored Differentiation:

- Sentence frames will be provided for beginning ELL students.
- Sentence starters without the rest of the frame will be provided for intermediate students.
- Students will work collaboratively within mixed ability groups.

<p>With their partner they will use their ChromeBooks to add one thing that they know about jobs in Indonesia, and one thing they would like to know to the KWL Google Doc. They and their partner will add one image related to their post in each column as well.</p>	
<p>Evaluate:</p>	
<p>Teacher will project Google Doc on SmartBoard. Students will share out which things they knew and which things they would like to know.</p>	<p>Organization:</p>
<p>Notes: I am showing photos and a video from my time in Indonesia as well as having the kids use the Culture Grams website to give them a little context for Indonesia prior to the email opportunity. Essentially my KWL is what do they know after vieweing the photos and video and reading the Kids CultureGrams, what would they still like to find out from their partner school in Indonesia, and what did they learn. Otherwise, I don't think they would have a very robust K column in the chart.</p>	<ul style="list-style-type: none"> ● World map will be ready and on display. ● Video will be queued and ready to go. ● Chromebooks will be logged in to CultureGrams when students arrive. ● Google Doc will be shared on Google Classroom for students to access.