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| Unit Title |  | | |
| Unit Summary | Students will do research and take notes on communities in Mexico and then learn to write an essay comparing those communities with our Seattle community.  Prior units: TC note taking unit and the Our Community StoryPath, during which I introduced the four elements of community (environment, citizens/culture, economy, and government.  Additional Units after this one: Communities Around the World (Compare Seattle to the Maasai Community) and Advocacy for Communities Around the World (persuasive speaking/writing unit focused on helping communities in need in Africa). | | |
| Subject Area | Social Studies/Literacy | Grade Level | 2/3 |
| Teacher | Michelle Uhlenkott | Approximate Time Needed | Month and a half (2/5/14 until 3/21/14) |
| Targeted Content Standards (i.e. state standards, CCSS, national standards) | Selected Standards (Social Studies GLEs – based on 2nd grade):  1.2.1 Understands the basic organization of government in the community.  1.2.2 Understands the basic function of government and laws in the community.  2.1.1 Understands that members of the community make choices among products and services that have costs and benefits.  2.2.1 Understands the basic elements of a community’s economic system, including producers, distributors, and consumers of goods and services.  3.1.2 Understands the physical characteristics of places in the community.  3.2.1 Understands that people in communities affect the environment as they meet their needs and wants.  CCSS.ELA-Literacy.W.3.2Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  CCSS.ELA-Literacy.W.3.7Conduct short research projects that build knowledge about a topic.  CCSS.ELA-Literacy.W.3.8Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | |
| Accommodations for differentiated instruction | 1. Culturegrams and world book kids have options for text to be read aloud to students or students can read the text. 2. The books about Mexico are at various reading levels. 3. Students should have note taking options such as sketch notes with labels vs. writing out words and phrases for notes. 4. Paper with various line amounts and varying space for pictures/sketches. 5. The number of paragraphs and how much elaboration required can differ depending on students. | | |
| Materials/Resources | Culturegrams/World Book Kids – online access for students  Kid friendly books about Mexico (at various reading levels)  Notebooks for note taking  Various paper set up with lines/picture space | | |

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| Global Perspectives/Cultural Competence/21st Century Skills |
| 21st Century Skills Creativity – The student develops a successful solution to a real-world problem. **Collaboration – Students work and make decisions together.**  **Communication – Students produce extended communication.**  **Critical Thinking – The student constructs knowledge. They analyze/synthesize/evaluate.** Cultural and Global Competencies Investigate the World Students investigate the world beyond their immediate environment    Recognize Perspectives Students recognize their own and others’ perspectives  Communicate Ideas Students communicate their ideas effectively with diverse audiences, students listen effectively  Take Action Students translate their ideas into appropriate actions to improve conditions  Proficiency in Second Language (Students learn other languages and understand the culture of the people who speak them)   |  |  |  | | --- | --- | --- | | Spanish | Mandarin | Japanese | |

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| Assessment | | |
| Before Unit | During Unit | After Unit |
| Have students write what they know about Mexico’s environment, citizens, economy, government | Student Notes | Essay written by students |

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| **Content** | **Essential Questions** | **Skills** |
| Pre-Assessment: list what you know about the citizens, government, economy, and environment of our community, communities in East Africa, and communities in Mexico | How are communities the same around the world? How are communities different around the world? | Listing, writing |
| Students will apply for a passport | What do we need to do before traveling to another country? | Filling out applications, vocabulary |
| Students will use temperature and precipitation charts to compare the weather in Mexico to the weather in Seattle. They will demonstrate their knowledge by creating a packing list that shows an understanding of the climate in Mexico. | How is the climate/environment in Mexico the same or different than Seattle? What would we need to pack if we went to Mexico right now? | Graph reading  Compare and contrast |
| Students will work in small groups to research plane ticket prices using various websites. Then students will compare and contrast those prices to choose the lowest price, and then evaluate the reasons that price might be the lowest (red eye? Long layovers? Etc). | What do we need to do before traveling to another country? | Knowledge of travel websites and how to navigate them.  Compare and contrast  Evaluate advantages and disadvantages of various flights and flight times. |
| Students will “fly” to Mexico using their plane tickets and passports. During the “flight” students will watch a short film about the environment/citizens in Mexico and take notes. | What do we need to do before traveling to another country? | Note taking skills |
| Students will research and take notes on the environment, citizens, economy, and government in Mexico using books and various online programs, such as Googlemaps, Worldbook Kids, and Culturegrams. | What are Mexican communities like? | Note taking skills  Website navigation skills for Googlemaps, Worldbook Kids, and Culturegrams, including how to use the website tools to read to students. |
| Students will use their notes to create a frieze of the environment in Mexico. Students will debate if their frieze looks like the environment in Mexico that they found in the books/Googlemaps. | What is the Mexican environment like? | Use of artistic perspective to make the objects in the frieze realistically sized in relation to each other.  Respectful debating skills. |
| Students will categorize their environment notes as the same or different than Seattle.  Students will use their notes about the Mexican environment to write a paragraph comparing it to the environment in Seattle. | How is the environment in Mexico the same or different than Seattle?  How is an informational paragraph written? | Categorizing and color coding skills  Paragraph writing, including a topic sentence and three supporting ideas. (Students were just learning to write paragraphs, so paragraph writing was modeled for the students and then practiced with them.) |
| Students use their notes to continue to draft 3 paragraphs (environment, citizens, economy, and/or government) comparing and contrasting Seattle and Mexican communities. The students receive mini-lessons about elaboration techniques within paragraphs. | How are Mexican communities the same or different than our Seattle community?  How is an informational paragraph written? | Paragraph writing  Compare and contrast |
| Students synthesize their topic sentences from each paragraph to create a thesis statement comparing and contrasting communities in Mexico and Seattle. Students include this thesis and a hook in the introduction to catch the reader’s attention. In addition to restating their thesis in their conclusion, students add a way readers can follow up or end with an observation or feeling about Mexico. | How is an introduction/conclusion to an informational essay written? | Synthesizing information |
| Students work on publishing their essays and they decide how they want to celebrate/share their work. | How can we publish and share our essays comparing and contrasting Mexican communities and the Seattle community? | Public speaking/Technology skills (depending on how students choose to publish) |