



## Montclair Public Schools Northeast Elementary School

**Magnet Theme:** Global Studies

**Date (Year):** 2019

**Subject(s):** Cross-Curricular

**Grade Level(s):** K-5

<b>Unit Name and Time Period</b> (Number of Days or Weeks)	<b>Big Ideas, Key Concepts, Essential Questions</b> What will students be expected to know and do? Provide the core knowledge and skills (standards) that will be taught and assessed.	<b>Standards</b> What standards support learning? (New Jersey SLS Social Studies, New Jersey SLS Reading and Writing)	<b>Suggested Activities and Materials</b> What will students do to demonstrate their learning? What materials will be needed to support these activities?
Geography (5-6 weeks)	<p>Geography influences and determines the development of cultures, societies, and nations.</p> <p>Geography shows us the similarities and differences in regions of the world such as climate and landforms.</p>	<p style="text-align: center;">SLS SS...</p> <p><b>6.1.4.B.2</b> (Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.)</p> <p><b>6.1.4.B.4</b> (Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey, the United States, and worldwide.)</p> <p><b>6.1.4.C.9</b> (Compare and contrast how the availability of resources affects people across the world differently)</p>	<ul style="list-style-type: none"> <li>● Color coding map of North America (K)               <ul style="list-style-type: none"> <li>○ <a href="#">North America Worksheet - Super Teacher</a></li> </ul> </li> <li>● Color code and label parts of map of South America (1st)               <ul style="list-style-type: none"> <li>○ <a href="#">South America Worksheet - Super Teacher</a></li> </ul> </li> <li>● Label all countries on map of Africa (2nd)               <ul style="list-style-type: none"> <li>○ <a href="#">Africa Worksheet - Super Teacher</a></li> </ul> </li> <li>● Create, label and design map of Australia (3rd)               <ul style="list-style-type: none"> <li>○ <a href="#">Australia Worksheet - Super Teacher</a></li> </ul> </li> <li>● Create, label and design map of countries in Asia (4th)</li> </ul>

	<p>Geography, climate and natural resources influence the way people live and work in different regions of the world.</p> <p>Geographers use different tools to examine, describe and analyze the physical environment.</p>		<ul style="list-style-type: none"> <li>○ <a href="#">Asia Worksheet - Super Teacher</a></li> <li>● Create, label and design map of countries in Europe (5th) <ul style="list-style-type: none"> <li>○ <a href="#">Europe Worksheet - Super Teacher</a></li> </ul> </li> <li>● Practice reading, interpreting and utilizing atlases (3rd-5th) <ul style="list-style-type: none"> <li>○ Harcourt Horizons Atlas (for Kids)</li> </ul> </li> <li>● Discuss the significance of geographic locations through Geography Awareness Week (K-5) <ul style="list-style-type: none"> <li>○ <a href="#">National Geography Week</a></li> </ul> </li> </ul>
School (5-6 weeks)	<p>Education systems differ depending on geographic location.</p> <p>We can develop awareness of schools around the world through a variety of media resources and literature.</p> <p>School days around the world differ based on a typical school day hours, cuisine, transportation, and access to school supplies.</p>	<p>SLS SS...</p> <p>6.1.4.D.13 (Describe how culture is expressed through and influenced by the behavior of people.)</p> <p>6.1.4.D.18 (Explain how an individual's beliefs, values, and traditions may reflect more than one culture.)</p>	<ul style="list-style-type: none"> <li>● Venn Diagrams (2-5) <ul style="list-style-type: none"> <li>○ <a href="#">Venn Diagram - Super Teacher</a></li> </ul> </li> <li>● Graphic Organizers (K-5) <ul style="list-style-type: none"> <li>○ <a href="#">Graphic Organizers - Super Teacher</a></li> </ul> </li> <li>● School lunches around the world <ul style="list-style-type: none"> <li>○ <a href="#">My School in the Rainforest : How Children Attend School Around the World</a> By:Margriet Ruurs</li> </ul> </li> <li>● Create school lunch menu... <ul style="list-style-type: none"> <li>○ <a href="#">School Lunch Menu - Sample Lesson</a></li> </ul> </li> <li>● <a href="#">It's Back to School We Go! First Day Stories from Around the World</a> by Ellen Jackson</li> <li>●</li> </ul>
Traditions and Celebrations	<p>Celebrations, festivals, sports, and activities are</p>	<p>SLS SS...</p> <p>6.1.4.D.13 (Describe how culture is expressed through and influenced by the behavior of people.)</p>	<ul style="list-style-type: none"> <li>● Graphic organizers <ul style="list-style-type: none"> <li>○ <a href="#">Graphic Organizers - Super Teacher</a></li> </ul> </li> </ul>

<p>Around the World (5-6 weeks)</p>	<p>important parts of different cultures. Nations celebrate their history, culture and beliefs in many different ways.</p> <p>Celebrations around the world can be very similar and different based on cultures and religions.</p> <p>We can further our understanding of different celebrations through inquiry based research.</p> <p>Different sports, games and their variations have been enjoyed and played throughout different cultures and passed down through generations.</p>	<p>6.1.4.D.17 (Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.)</p> <p>6.1.4.D.18 (Explain how an individual's beliefs, values, and traditions may reflect more than one culture.)</p>	<ul style="list-style-type: none"> <li>● Videos and pictures of parades, festivals, sporting events <ul style="list-style-type: none"> <li>○ <a href="#">BrainPop</a></li> <li>○ <a href="#">BrainPopJr</a></li> </ul> </li> <li>● Students should research and/or play different sports throughout the continents</li> <li>● Suggested crafts, activities, and books... <table border="1" data-bbox="1295 464 2032 1300"> <tr> <td data-bbox="1295 464 1409 727">K</td> <td data-bbox="1409 464 2032 727"> <ul style="list-style-type: none"> <li>● Iditorad <ul style="list-style-type: none"> <li>○ <a href="#">Granite</a> By: Susan Butcher</li> <li>○ <a href="#">DogGoneIt</a> Iditorad DVD</li> </ul> </li> <li>● Dia de los Muertos sugar skulls <ul style="list-style-type: none"> <li>○ <a href="#">Sugar Skulls Craft</a></li> </ul> </li> <li>● <a href="#">North American Holidays</a></li> </ul> </td> </tr> <tr> <td data-bbox="1295 727 1409 834">1st</td> <td data-bbox="1409 727 2032 834">Carnival paper plate masks <a href="#">Carnival Mask Craft</a></td> </tr> <tr> <td data-bbox="1295 834 1409 941">2nd</td> <td data-bbox="1409 834 2032 941">African festival masks <a href="#">African Festival Mask Craft</a></td> </tr> <tr> <td data-bbox="1295 941 1409 1086">3rd</td> <td data-bbox="1409 941 2032 1086">Carols by Candlelight (Australian Christmas tradition) <a href="#">Carols by Candlelight</a></td> </tr> <tr> <td data-bbox="1295 1086 1409 1193">4th</td> <td data-bbox="1409 1086 2032 1193">Chinese New Year lanterns <a href="#">Lantern Craft</a></td> </tr> <tr> <td data-bbox="1295 1193 1409 1300">5th</td> <td data-bbox="1409 1193 2032 1300">Russian dolls history and craft <a href="#">Russian Doll Craft</a></td> </tr> </table> </li> </ul>	K	<ul style="list-style-type: none"> <li>● Iditorad <ul style="list-style-type: none"> <li>○ <a href="#">Granite</a> By: Susan Butcher</li> <li>○ <a href="#">DogGoneIt</a> Iditorad DVD</li> </ul> </li> <li>● Dia de los Muertos sugar skulls <ul style="list-style-type: none"> <li>○ <a href="#">Sugar Skulls Craft</a></li> </ul> </li> <li>● <a href="#">North American Holidays</a></li> </ul>	1st	Carnival paper plate masks <a href="#">Carnival Mask Craft</a>	2nd	African festival masks <a href="#">African Festival Mask Craft</a>	3rd	Carols by Candlelight (Australian Christmas tradition) <a href="#">Carols by Candlelight</a>	4th	Chinese New Year lanterns <a href="#">Lantern Craft</a>	5th	Russian dolls history and craft <a href="#">Russian Doll Craft</a>
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<p>History &amp; Famous Figures (5-6 weeks)</p>	<p>Past events and historical people have many effects on countries today.</p>	<p>SLS SS...</p> <p>6.1.4.D.13 (Describe how culture is expressed through and influenced by the behavior of people.)</p>	<ul style="list-style-type: none"> <li>● <b>Suggested People/Groups</b> <ul style="list-style-type: none"> <li>○ Sacagawea (K)</li> </ul> </li> </ul>												

	<p>The study of different early as well as current civilizations help us understand ideals, beliefs and values of different groups of people.</p> <p>Political, social and economic patterns lead to major change in different parts of the world.</p> <p>Past conflicts, wars, and victories continue to affect current regions throughout the world.</p>	<p>6.1.4.D.18 (Explain how an individual's beliefs, values, and traditions may reflect more than one culture.)</p>	<ul style="list-style-type: none"> <li>■ <a href="#">Who Was Sacagewa?</a> by Dennis B Fradin</li> <li>■ <a href="#">Sacagawea</a></li> <li>○ Incas (1st) <ul style="list-style-type: none"> <li>■ <a href="#">Incas</a></li> </ul> </li> <li>○ Nelson Mandela (2nd) <ul style="list-style-type: none"> <li>■ <a href="#">Who Was Nelson Mandela?</a> by Pam Pollack</li> </ul> </li> <li>○ Steve Irwin (3rd) <ul style="list-style-type: none"> <li>■ <a href="#">Who Was Steve Irwin?</a> by Jim Eldridge</li> <li>■ <a href="#">Steve Irwin</a></li> </ul> </li> <li>○ Gandhi (4th) <ul style="list-style-type: none"> <li>■ <a href="#">Who Was Gandhi?</a> by Jerry Hoare</li> <li>■ <a href="#">Gandhi</a></li> <li>■ <a href="#">Gandhi</a></li> </ul> </li> <li>○ Royal Family (5th)</li> <li>● Independence of Countries <ul style="list-style-type: none"> <li>○ <a href="#">List of Independence of Countries</a></li> <li>○ <a href="#">Independence Days Around the World</a></li> </ul> </li> </ul>
<p>Language &amp; Cuisine (5-6 weeks)</p>	<p>Languages and dialects can differ depending on countries, regions and cultures.</p> <p>Many words and phrases are interconnected within languages.</p>	<p>SLS SS...</p> <p>6.1.4.D.13 (Describe how culture is expressed through and influenced by the behavior of people.)</p> <p>6.1.4.D.15 (Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.)</p> <p>6.1.4.D.18 (Explain how an individual's beliefs, values, and traditions may reflect more than one culture.)</p> <p>6.1.4.D.19 (Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.)</p>	<ul style="list-style-type: none"> <li>● <a href="#">Morning Meals Around the World</a> by: Maryellen Gregorie</li> <li>● <a href="#">World's 50 Best Foods: 50 Best Foods</a></li> <li>● Cuisine Around the World: <ul style="list-style-type: none"> <li>○ <a href="#">Powerpoint - Foods Around the World</a></li> </ul> </li> <li>● Create breakfast/dinner menus based on the read alouds and research</li> <li>● Research languages and dialects throughout the continent</li> <li>● Write your name in Hieroglyphics (2nd)</li> </ul>

	<p>Cuisine differs depending on countries, regions and cultures throughout the world.</p> <p>Many modern day popular food choices are influenced by different parts of the world.</p>	<p>6.1.4.D.20 (Describe why it is important to understand the perspectives of other cultures in an interconnected world.)</p>	<ul style="list-style-type: none"> <li>○ <a href="#">Hieroglyphics</a></li> <li>● Australian slang writing (3rd) <ul style="list-style-type: none"> <li>○ Aussie slang dictionary</li> </ul> </li> </ul>																
<p>Literature (5-6 weeks)</p>	<p>Literature from different parts of the world helps us better understand other cultures.</p> <p>Many popular fairytales and folktales depict cultures and beliefs from around the world.</p> <p>Different types of poetry derive from different parts of the world.</p>	<p>SLS SS...</p> <p>6.1.4.D.19 (Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.)</p> <p>6.1.4.D.20 (Describe why it is important to understand the perspectives of other cultures in an interconnected world.)</p> <p>NJSLS ELA...</p> <table border="1" data-bbox="812 881 1255 1404"> <tr> <td data-bbox="812 881 905 1312">K</td> <td data-bbox="905 881 1255 1312"> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> </td> </tr> <tr> <td data-bbox="812 1312 905 1404">1st</td> <td data-bbox="905 1312 1255 1404"> <p>RL.1.1. Ask and answer questions about key details in a text.</p> </td> </tr> </table>	K	<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	1st	<p>RL.1.1. Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>● Folktales from around the world</li> <li>● Aesop’s Fables</li> <li>● Suggested Books/Read Alouds: <table border="1" data-bbox="1285 699 2032 1304"> <tr> <td data-bbox="1285 699 1381 808">K</td> <td data-bbox="1381 699 2032 808"> <p><u>The Princess and the Warrior: A Tale of Two Volcanoes</u> by: Duncan Tonatiuh</p> </td> </tr> <tr> <td data-bbox="1285 808 1381 917">1st</td> <td data-bbox="1381 808 2032 917"> <p><u>Biblioburro: A True Story from Columbia</u> by: Jeannette Winter</p> </td> </tr> <tr> <td data-bbox="1285 917 1381 982">2nd</td> <td data-bbox="1381 917 2032 982"> <p><u>We’re Sailing Down the Nile</u> by: Laurie Krebs</p> </td> </tr> <tr> <td data-bbox="1285 982 1381 1128">3rd</td> <td data-bbox="1381 982 2032 1128"> <p><u>Diary of a Wombat</u> by: Jackie French</p> <p><u>Over in Australia: Amazing Animals Down Under</u> by: Marianne Berkes</p> </td> </tr> <tr> <td data-bbox="1285 1128 1381 1193">4th</td> <td data-bbox="1381 1128 2032 1193"> <p><u>Bee-Bim-Bop!</u> by: Linda Sue Park</p> </td> </tr> <tr> <td data-bbox="1285 1193 1381 1304">5th</td> <td data-bbox="1381 1193 2032 1304"> <p><u>Where Is/What Is</u> series for European landmarks</p> </td> </tr> </table> </li> <li>● Poetry <ul style="list-style-type: none"> <li>○ Haiku (4th)</li> </ul> </li> </ul>	K	<p><u>The Princess and the Warrior: A Tale of Two Volcanoes</u> by: Duncan Tonatiuh</p>	1st	<p><u>Biblioburro: A True Story from Columbia</u> by: Jeannette Winter</p>	2nd	<p><u>We’re Sailing Down the Nile</u> by: Laurie Krebs</p>	3rd	<p><u>Diary of a Wombat</u> by: Jackie French</p> <p><u>Over in Australia: Amazing Animals Down Under</u> by: Marianne Berkes</p>	4th	<p><u>Bee-Bim-Bop!</u> by: Linda Sue Park</p>	5th	<p><u>Where Is/What Is</u> series for European landmarks</p>
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		<p><b>RL.1.9.</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.9.</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none"> <li>○ Sonnet (5th)</li> <li>● Research projects/writing (4th &amp; 5th) <ul style="list-style-type: none"> <li>○ chromebooks for internet research</li> <li>○ library books (specifically Who Was, Where Is, What Is series)</li> <li>○ graphic organizers to plan, edit, and revise writing</li> </ul> </li> </ul>
<p><b>2nd</b></p>	<p><b>RL.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p><b>RI.2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.10.</b> Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p>		
<p><b>3rd</b></p>	<p><b>RL.3.2.</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p><b>RL.3.9.</b> Compare, contrast and reflect on (e.g. practical knowledge,</p>		

		<p>historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>RI.3.3.</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.9.</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p>	
		<p><b>4th</b></p> <p><b>RL.4.9.</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><b>RI.4.1.</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.3.</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.5.</b> Describe the overall structure (e.g., chronology, comparison, cause/effect,</p>	

			<p>problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6.</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.9.</b> Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
		5th	<p><b>RL.5.9.</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><b>RI.5.3.</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.5.6.</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7.</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	



			<p><b>RI.5.9</b> Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
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