|  |  |
| --- | --- |
| **Grade:** 3rd **Unit:** 4 **Time Frame:** MidMay-June  **Essential Question:** How do culture, geography, and history shape a community? How are world communities the same? How are they different? | |
| **Focus Questions:** (What is my child thinking about?) What is the culture like in this country? | |
| **Students have a choice of European countries(they can use the one I provide or choose one of their own):**   * Where is (European Country)? What is life like there? * How have the people and geography of (European Country) shaped its past and present? * How has the traditional culture of (European Country) shaped its past and present? * What do (European Country) folktales and history tell us about (European Country) culture? * How have key events and people shaped (European Country)’s history? * How is (European Country)’s government today similar to and different from its government in the past? * What are human rights, and how do people in (European Country) fight for them? | |
| **Student Outcomes:** (What can my child do after this unit is over?) | |
| * Use maps and other tools to explore (European Country)’s geography and location. * Explore how traditional culture, including music, art, and religious practice, influences modern (European Country). * Explore (European Country) inventions and innovations. | |
| **Performance Tasks:** (End-of-Unit task) | **Formative Assessment:** |
| * Students categorize facts and details to produce their own writing about (European Country). * Students compare (European Country)’s geography, culture, history, government, or economics with another country. * Students present their European country in a media they fell most comfortable with. Example: a picture of a poster made, or google slides. | * Students take notes about their research on subtopics of (European Country). * Students will take a multiple choice assessment. * Attendance check ins= questions designed to assess student’s knowledge on previously taught lessons or used to gauge prior knowledge on future lessons to be taught. |
| **Extension Activities** | |
| • Research: An important holiday.  • Informational Writing: Students write about their understandings of (European Country).  • Opinion Writing: Students choose an aspect of (European Country) culture, a landmark, or physical feature and write about why they think it was important to(European Country)’s development.  • Map Making: Make a map of (European Country) labeling important landmarks, cities, and landforms.  • Book Making: Make a pamphlet detailing a subtopic of (European Country). | |