GEDB Tchr Capstone: Cultural Diversity in My Community / La Diversidad Cultural en Mi Comunidad

Unit: Social Studies , Grade(s) 01 - First Grade

In this unit students will learn about the importance of understanding a different culture in order to get along with the people in their community. Multicultural communities appear to be increasing in North Carolina. Therefore, it is very important to expose students to a global society in which they will develop an awareness of and respect for other cultures and improve relationships with people around them.
Students will learn about various holidays celebrated by people from Hispanic speaking countries. In addition, students will be able to compare the celebrations represented by their culture. This instructional unit gives educators the opportunity to get to know their students' backgrounds and families.

This unit has been created to be taught in a Dual Language class. Dual Language students are learning a second language as well as the culture of the country where the language is spoken. This unit will provide students the opportunity to investigate and understand how they share the world with other countries.

The focus of this unit is about embracing students' backgrounds, creating a bridge between the classroom and students' homes, and formulating students' global perspective about the world.

In order to document how the students´cultural perspective changes, teacher will request students to answer a self-assessment before Lesson one and another self-assessment after lesson seven of the instructional unit. The teacher will analyze the data to determine if the instructional unit changed students´cultural perspective. Self-assessments are provided in English and Spanish.

Duration: 50 Minutes

Unit

What is our plan to accomplish the goals? (activities, resources, materials, class set up)

In this unit students will learn that there are people in their community that celebrate different holidays. Students will be introduced to the most important Hispanic holidays throughout the year by using books, electronic presentations, videos and special activities with the parents. Consequently, students will begin to identify the Hispanic culture and it´s traditions.

The activities in this unit will provide students the opportunity to work individually or collaboratively in pairs, teams, and whole group.

How will we know when each student has reached the goals?

- Students will be able to restate the facts of the holiday learned on every lesson.
- Students will begin to identify some elements of the Hispanic culture with the teacher assistance.
- Students will be able to summarize what a holiday is about
- Students will be able to verbally share what they learned from each lesson with classmates and family members.
- Students will be able to recognize and apply what they learned from each lesson outside of the school environment.
- Students will be able to demostrate respect of classmates' cultures'.
- Students will gain speaking and listening skills through class discussions and small group activities.
- Students will use writing to express what they learn.
- Students will use technology to communicate and learn about other culture.
- Students will gain confidence and experience speaking in Spanish with students from another Spanish-Speaking country.
- Students will generate and ask questions in Spanish to communicate and share ideas with students with the same target language.
- Teacher will be able to measure students´ success by using formative assessments used during each lesson.

How will we respond when a student experiences success or difficulty in learning?

- When students experience sucess, the teacher will provide classroom show and tell opportunities for students to share what they learned.
- The teacher will provide extended learning opportunities where students will continue learning Hispanic historic events and traditions.
- When students have difficulty in learning, the teacher will pair the student with a classmate for support, or the teacher will work one-on-one with the student. Lessons can be modified to meet various learning styles.

Attachments

Self- Assessment.pdf

What would you do?.pdf

Cultural Diversity in my Community.pdf

Attachment(s) to this material may only be viewed or downloaded when viewing this material online.

Standards Covered

*English Language Arts

R: Reading

RI: Informational Text

- RI.10: **Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**
  - RI.1.10: **With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.**

SL: Speaking and Listening

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.1.1: **Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.1.2: **Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**

W: Writing

*Mathematics

NC.1.MD: Measurement and Data

Represent and interpret data.

- NC.1.MD.4: **Organize, represent, and interpret data with up to three categories.**
  - NC.1.MD.4.a: **Ask and answer questions about the total number of data points.**
  - NC.1.MD.4.b: **Ask and answer questions about how many in each category.**
  - NC.1.MD.4.c: **Ask and answer questions about how many more or less are in one category than in another.**

*Social Studies

NCES.1.C: Culture

NCES.1.C.1: Understand the diversity of people in the local community.

- NCES.1.C.1.1: **Compare the languages, traditions, and holidays of various cultures.**
- NCES.1.C.1.2: **Use literature to help people understand diverse cultures.**

NCES.1.H: History

NCES.1.H.1: Understand that history tells a story of how people and events changed society over time.

- NCES.1.H.1.2: **Explain the importance of folklore and celebrations and their impact on local communities.**
- NCES.1.H.1.3: **Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.).**

Information and Technology

NCES.1.TT: Technology as a Tool

1.TT.1: Use technology tools and skills to reinforce classroom concepts and activities.

World Languages

Advanced Low Proficiency Level

Communities

- NCES.WL.AL.CMT.2: **Understand words and concepts presented in the language.**
- NCES.WL.AL.CMT.3: **Use the language to present information to an audience.**
  - NCES.WL.AL.CMT.3.2: **Use the language in school or community events on familiar and unfamiliar topics.**

Connections to Language & Literacy

- NCES.WL.AL.CLL.1: **Use the language to engage in interpersonal communication.**

Materials

For a closer look at the materials list below, log onto https://homebase.schoolnet.com/110

Lessons:

1. GEDB Tchr Capstone: Cultural Diversity in My Community: Lesson 1:Independence Day / Independencia
2. GEDB Tchr Capstone: Cultural Diversity in My Community: Lesson 2:Two Worlds Met / Encuentro de Dos M
3. GEDB Tchr Capstone: Cultural Diversity in My Community: Lesson 3: Day of the Dead / Dia de Muertos
4. GEDB Tchr Capstone: Cultural Diversity in My Community: Lesson 4: Christmas in Mexico: "Las Posadas"
5. GEDB Tchr Capstone: Cultural Diversity in My Community: Lesson:5: Three Wise Kings Day/Dìa de Reyes
6. GEDB Tchr Capstone: Cultural Diversity in My Community: Lesson 6: Flag Day / Día de la Bandera
7. GEDB Tchr Capstone: Cultural Diversity in My Community: Lesson 7: Mother's Day / Dìa de las Madres

Organizers

Instructional Resource Type

1. Educator / Curriculum Document
2. Game
3. Images / Visuals
4. Learning Task
5. Project Based Learning
6. Text
7. Worksheet

Focus Areas

1. Global Education

Revised Bloom's Taxonomy

1. I. Remembering
2. II. Understanding
3. III. Applying
4. IV. Analyzing
5. VI. Creating

Additional Properties

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