


### 3<sup>rd</sup> Grade Social Studies Curriculum Bundle #6

<b>Title</b>		<b>Suggested Dates</b>
Communities Come Together Through Celebrations		December 7 – 18, 2009 (10 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>Celebrations are fun, they bring our community together, and they help us understand ourselves.</li> <li>Some celebrations are religious and some are not.</li> </ul>	<ul style="list-style-type: none"> <li>What are the world’s five major religions and where are they practiced?</li> <li>What are similarities and differences among different celebrations?</li> <li>Why are some celebrations only in the United States?</li> <li>How do celebrations help us come together and learn more about ourselves and each other?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>TEACHER NOTE: This bundle does include some study about religion in terms of celebrations and human characteristics of regions. The Anti-Defamation League has published an excellent guide “<a href="#">Religion in the Public Schools</a>” to help teachers and administrators understand what is appropriate for teaching in public schools and what is not. In general, teaching a practice of or belief in a religion is NOT acceptable, but teaching ABOUT a religion is acceptable.</p> <p>In addition, the ADL has also published the “<a href="#">December Dilemma</a>” to help guide schools through the potential pitfalls and accidental insensitivities of December celebrations. The “December Dilemma” says, “It is often appropriate to teach about the historical, contemporary and cultural aspects of religious holidays. From these lessons, young children often gain understanding and respect for the diverse cultures and beliefs in our country. Appropriate lessons about religious holidays could include discussions of the origins and meanings of holidays and how and when they are celebrated. However, teachers should make sure not to cover a single holiday or religion, but instead to teach children about the holiday celebrations of a number of different traditions. In this context, it is permissible for teachers to display religious symbols, so long as they are used solely as a teaching aid and are displayed temporarily as part of an educational lesson.”</p>		
<p><b>3.4 Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</b></p> <p>3.4D identify and compare the human characteristics of selected regions.</p>	<p><b>Religions</b></p> <ul style="list-style-type: none"> <li>Christianity (including Catholicism)</li> <li>Islam</li> <li>Judaism</li> <li>Hinduism</li> <li>Buddhism</li> </ul>	<p><a href="#">Major Religious Groups</a> on Wikipedia has helpful information for the teacher as well as some maps which might be good for students as well</p> <p>“<a href="#">The Full Spectrum of Muslim Countries</a>” article in Geography in the News might be helpful for the teacher as to the role that Islam plays in various governments around the world.</p> <p><a href="#">History of Religion</a> (90 second interactive map) from Maps 101</p> <p><a href="#">World Religions</a> map from Maps 101</p> <p>CHECK READING A-Z AND BRAINPOP AND UNITED</p>

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		STREAMING
<p><b>3.5 Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</b></p> <p>3.5A use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes;</p> <p>TEACHER NOTE: Although the TEKS say “Amazon River, Himalayan Mountains and Washington D.C.,” these are “such as” statements so PISD is free to replace those locations with other locations to map.</p>	<p>Use directions to locate:</p> <ul style="list-style-type: none"> <li>• Japan</li> <li>• China</li> <li>• Iraq</li> <li>• Israel</li> <li>• India</li> <li>• Bangladesh</li> <li>• Pakistan</li> </ul> <p>TEACHER NOTE: These locations correspond to the holidays listed in this bundle. You could have your students find each location in relation to their school and location in relation to the other countries being studied.</p>	<p><b>LINK MAPS 101 with world religions</b></p>
<p><b>3.5 Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</b></p> <p>3.5B use a scale to determine the distance between places on maps and globes;</p>		
<p><b>3.12 Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:</b></p> <p>3.12A explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nation as such as St. Patrick’s Day, Cinco de Mayo, and Kwanzaa; and</p>	<ul style="list-style-type: none"> <li>• <b>Sapporo Snow Festival</b>—Japan</li> <li>• <b>Chinese New Year</b></li> <li>• <b>Kwanzaa</b>—African American</li> <li>• <b>Christmas</b>—Christian</li> <li>• <b>Hanukkah</b>—Jewish</li> <li>• <b>Ramadan and Eid</b>—Muslim</li> <li>• <b>Diwali</b>—Hindu, Buddhist, Sikh (although these religions are different, they all recognize Diwali for various reasons)</li> </ul> <p>TEACHER NOTE: Not all of the holidays above fall during the winter, but the different times they are celebrated can be noted during the comparison. Although there are many holidays listed above and this bundle is quite short, try to give students at least the basic information on each holiday. You could also split the holidays among groups of students or among teachers on the team so that they may teach each other. It is important not to have a Christmas-centric approach to this unit. It is very important to increase tolerance through learning</p>	<p><a href="#">Sapporo Snow Festival</a> information for teacher</p> <p>WRITE UP BASIC INFORMATION ON EACH HOLIDAY (include Spanish translations)</p>

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	<p style="color: red;">about holidays that our PISD students from many different cultures celebrate at home.</p>	
<p><b>3.12 Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:</b></p> <p>3.12B compare ethnic and/or cultural celebrations in Texas, the United States and other nations</p>	<ul style="list-style-type: none"> <li style="color: red;">• Fourth of July</li> <li style="color: red;">• St. Patrick’s Day</li> <li style="color: red;">• Cinco de Mayo</li> <li style="color: red;">• Thanksgiving</li> </ul> <p style="color: red;">TEACHER NOTE: Help the students understand that holidays are celebrated differently in different places. Most holidays are only celebrated in certain places. You could ask students if the Fourth of July is celebrated in Great Britain...Why not? This includes the fact that St. Patrick’s Day is celebrated much more intensively and widely in the Northeast than it is in Texas. Cinco de Mayo is not even a federal holiday in Mexico; Diez y Seis de Septiembre is Mexico’s Independence Day. Thanksgiving is unique to the United States, etc.</p>	<p><b>SARA—LINK Justin’s information sheet</b></p>
<p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
	<ul style="list-style-type: none"> <li style="color: red;">•</li> </ul>	