

Essential Data for Plan TASK 1 TASK 3	Name		Date	8/11/24	Grade Level & Content Area	3rd Grade Social Studies	Estimated Instruction Time	40 Min
Utah Core Standard(s): <i>* Standards indicate what students should know or be able to do by the end of term/year.</i> <i>* Standards are copied here verbatim from the Utah Education Network website.</i>		Standard 3.2.3: Define their own cultures or the cultures of their communities (for example, art, music, food, dance, system of writing, architecture, government to which they are regularly exposed or of which they are part).						
Learning Objective(s): <i>* Objectives are single sentence statements of intended learning. Objectives break standards/learning into smaller steps.</i> <i>* Objectives begin with Students will be able to...</i>		Students will be able to define and represent key aspects of their culture or community (art, music, food, dance) through a station activity, demonstrating their understanding by creating a cultural poster with at least one detail from each station.						
Materials & Technology: <i>* List what is needed to teach this lesson.</i>		Culture Powerpoint Art supplies (paper, markers, colored pencils) Various pictures of art/architecture, Music and Dance, and Food Laptop for videos Background info on each of aspect of culture for the 3 stations						

LESSON COMPONENTS			
Planning Elements	Action Steps TASK 3	Evidence of Learning TASK 2 TASK 3	Meet Learner Differences TASK 2 TASK 3
	<i>* What will students and teachers do together in this lesson?</i> <i>• Describe instructional strategies and learning activities—listening is not sufficient.</i> <i>* Outline each component's steps and how long they will take.</i>	<i>* Describe activities students complete that provide evidence of learning.</i> <i>* How will you know all students have learned?</i> <i>• Identify criteria that connect to learning objectives and standard(s).</i>	<i>* Identify evidence-based practices to meet specific individual/group learner needs.</i> <i>* Consider content, process, product, and/or environment.</i>
BEGINNING	Introduction (5m): <ul style="list-style-type: none"> Use a powerpoint to Introduce the idea of culture and different examples Explain the day's objective: "Today, we will explore different aspects of our cultures and communities, such as art, music, food, and dance." Show a pre-made cultural poster as an 	Students ask questions about culture and expectations	Use different mediums within powerpoint - visual, audio, video for different learners

	example of what students will create.		
MIDDLE	<p>Learning Activity: Stations (25m) Explain setup/stations (5m) For each station, there will be material to give background information on that aspect of culture.</p> <p>For each station, have the student draw a picture of something from their culture related to that station, and write a sentence about why it is important to them.</p> <p>Stations: (5m each)</p> <ol style="list-style-type: none"> 1. Art and architecture: Have pictures of various art pieces/architecture from various cultures to give ideas (temple, arches, mountains, desert, etc) 2. Music and dance: Show videos of different types of dances (Line, Native American, Hispanic, Hip Hop, etc.) 3. Food: Show images with recipes of different foods (Ham, Jell-o, Fry sauce, tacos, tamales, etc) 4. Self: Choose a topic(s) from your own culture that is important to you. 	<p>Criteria/Rubric for Posters:</p> <p>4 - Poster has at least 4 aspects of culture AND sentence for each of why it is important</p> <p>3 - Poster has at least 3 aspects of culture and accompanying sentences, OR has 4 aspects but is missing sentences</p> <p>2 - Poster has at least 2 aspects of culture with appropriate sentences</p> <p>1 - Poster has 1 aspect of culture with accompanying sentence</p> <p>0 - No attempt</p>	<p>Have sentence starters for each sentence for the poster</p> <p>Have students who struggle to focus only do 2 stations with double the time</p>
END	<p>Think-pair-share: (5m)</p> <ul style="list-style-type: none"> • Students share their poster with a neighbor and explain importance in their culture • Come together as a class and have people share favorite things their neighbor included <p>Review (5m)</p> <ul style="list-style-type: none"> • Briefly discuss the importance of culture • Reflection/Exit Ticket: Write one thing they learned about culture and why it is important 	<p>Exit ticket is complete and accurate</p> <p>Rubric:</p> <p>Complete: includes one thing they learned and importance</p> <p>Incomplete: does not include something they learned or importance</p>	<p>Have a student write out their thoughts instead of speaking.</p> <p>Pair up Spanish speakers or other specific groups together</p>