

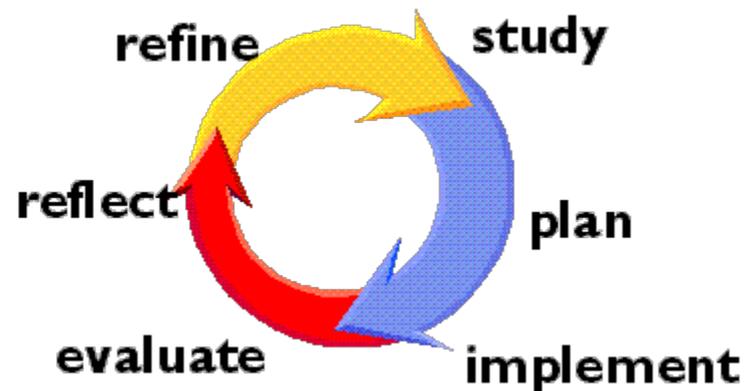
# Site-Based Teams



Byram Hills Central School District  
*October 23, 2014*

# Agenda

1. Sustainability
2. The new Social Studies Framework K - 5
3. Building level planning time



# Key Components of the Social Studies Framework



**These components work interdependently in both instruction and assessment. Through an inquiry-based approach, students develop thematic and conceptual understanding while applying disciplinary practices and literacy skills in the context of content.**

# Unifying Themes

1. Individual Development and Cultural Identity
2. Development, Movement, and Interaction of Cultures
3. Time, Continuity, and Change
4. Geography, Humans, and the Environment
5. Development and Transformation of Social Structures
6. Power, Authority, and Governance
7. Civic Ideals and Practices
8. Creation, Expansion, and Interaction of Economic Systems
9. Science, Technology, and Innovation
10. Global Connections and Exchange

# Social Studies Practices

- 1) Gathering, Using, and Interpreting Evidence
- 2) Chronological Reasoning and Causation
- 3) Comparison and Contextualization
- 4) Geographic Reasoning
- 5) Economics and Economics Systems
- 6) Civic Participation

# Grade 3- Unit 3- Brazil

Lesson 1: Geography of Brazil

Lesson 2: Brazil's Economy

Lesson 3: Government of Brazil

Lesson 4: Flags and Seals

Lesson 5: Culture

Lesson 6: Literature: Pourquoi and Poetry

Lesson 7: Tourist Attraction: Carnival

“Theo the Tamarin Travels Brazil” Talking Book

Unit Assessment

# Grade 3: Unit 3: Lesson 2- Brazil's Economy

## Overview:

Brazil is characterized by large and well-developed agricultural, mining, manufacturing, and service sectors, and a rapidly expanding middle class, Brazil's economy outweighs that of all other South American countries, and is expanding its presence in world markets. Students will analyze a reading on economic data, view a video clip about Brazil's economy compare the two, and then create a cartoon.

Suggested time allowance: 2 class periods

Unifying Theme: (based on the National Council for the Social Studies)

Creation, Expansion and Interaction of Economic Systems

# Essential Question:

## How is Brazil similar to and different from other world communities?

Common Core Learning Standards for English Language Arts and Literacy:

- RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.6: Distinguish their own point of view from that of the author of a text.
- RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
- W.3.11: Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.
- SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

# New York State Social Studies Framework

- Social Studies Standard 4: Economics
- Key Ideas and Conceptual Understandings
  - 3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.
    - 3.9a World communities use human and natural resources in different ways.
    - 3.9b People in communities have various ways of meeting their basic needs and earning a living.
  - 3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?
    - 3.10a Communities around the world produce goods and provide services.
    - 3.10b World communities have needs, wants, and limited resources. To meet their needs and wants communities trade with others. Technological developments in transportation and communication have influenced trade.

# New York Social Studies Framework

- Social Studies Practices:
  - Economics and Economic Systems
    - Examine how scarcity affects the decisions about the use of resources by people and governments; examine the cost and benefits of economic decisions.
    - Identify the variety of resources available in a particular world community used to produce goods and/or provide services.
    - Identify the products found in world communities and the various ways people in those communities pay for products.
    - Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.

# Think about “integrated curriculum”

Where are there opportunities to integrate reading/writing standards in other disciplines?

Where might we seek other curricular areas for interdisciplinary connections? (Such as STEAM.)

*Discuss in table groups. Share ideas or possibilities?*

# Resources

Resources/Materials for this lesson:

- “Brazilian Real” (included)
- “Brazil’s Economy” (included) Reading
- “Brazil the 6th Largest World Economy.”  
Find Brazil. Youtube.<http://www.youtube.com/watch?v=umePLxmbvO0> Images of Brazil with caption superimposed. Definite point of view.

# Sample Questions in Lesson

- What sector of the Brazilian economy does this show?
- What statistics does the video clip show us? Do they agree with our reading? (For example, it claims Brazil is the 6th largest economy; our reading claims it is the 7th.) What kinds of questions would we want to ask to find out which is right?
- What is the videographer's point of view about Brazil? What do you think his purpose was in making the video clip?
- After having looked at the two different texts, what is your point of view about Brazil's economy? Pair share your ideas.

# Example of Social Study Strand Across Grade Levels

## Economics and Economic Systems

- K- Identify what money is and how it is used in society.
- 1- Explain how people earn money and other ways people receive money.
- 2- Describe the role of banks, saving, and borrowing in the economy.
- 3- Identify products found in world communities and the various ways people in those communities pay for products.
- 4- Explain the role of money in making exchange easier: examine the role of corporations and labor unions in an economy.

# PART 2: TEAM PLANNING

*District-wide goals:*

## **Character Education**

- Sustainability
- Cultural Proficiency

Next meeting topic:

February 26: Social Studies 6 - 12

