Standards in Global Education (Morgan)

***Standard and Source***

Virginia Beach Objectives with Content Specifications for Social Studies

Geography: SS1.4.1 Describe how the physical environment affects the way people live. (SOL 1.6)

* Location – where people live
* Climate – the kinds of weather an area has over a long period of time
* Physical surroundings – land and bodies of water
* Seasons – any one of four phases of the year: spring, summer, fall, or winter
* Basic needs and wants – food they eat, clothing they wear, kinds of houses they build, how people travel from one place to another, and recreation

***Integration of Global Education***

* Students will be able to recognize the location of their city and the location of a specific African country by knowing the physical surroundings of each.
* Students will recognize that the climate and seasons in a specific African country can be the same or different compared to their city.
* Students will recognize the needs and wants of themselves and a specific African country.

***Specific Lesson Plan Modifications for Global Competencies***

* Students will locate Virginia Beach, Virginia and Mombasa, Kenya on a World Map by knowing the area boundaries (shape of each place) and the ocean it is located on (Virginia Beach – Atlantic Ocean and Mombasa – Indian Ocean).
* Students will compare their climate in Virginia Beach to the climate in Mombasa during the winter season.
* Students will compare the needs and wants of themselves to the needs and wants of a child in Mombasa.

***Informal Outcome***

* Students will color in the shapes of Virginia and Kenya on a blank print out of the World Map.
* Students will draw a picture of themselves dressed in the appropriate clothes for winter and a picture of a child in Mombasa dressed in the appropriate clothes for their winter time.
* Students will complete a Venn diagram of the needs and wants of themselves and those of a child in Mombasa.

***Standard and Source***

Virginia Beach Objectives with Content Specifications for Science

Animals: SCI.1.3 The student will investigate and understand life processes of animals (SOL 1.5)

* Animals need adequate air, food, water, shelter, and space. (habitat)
* Classify animals according to a variety of physical characteristics including body covering, body shape, appendages, and methods of movement.
* Distinguish between wild animals and domestic animals.
* Identify and classify animals based on their habitat.

***Integration of Global Education***

* Students will recognize that animals in Virginia and Tanzania need adequate air, food, water, shelter, and space.
* Students will recognize that animals can be classified by their physical characteristics and their habitat.
* Students will recognize the difference between wild animals and domestic animals.

***Specific Lesson Plan Modifications for Global Competencies***

* Students will compare the animals in Virginia to the animals in Tanzania and determine whether they have adequate air, food, water, shelter, and space.
* Students will classify animals from Virginia and Tanzania by their physical characteristics and habitat.
* Students will compare the wild and domestic animals of Virginia to the wild and domestic animals in Tanzania and determine differences and similarities.

***Informal Outcome***

* Students will make a list of animals that have adequate air, food, water, shelter, and those that don’t in Virginia and Tanzania.
* Students will write a paragraph describing the characteristics and habitat for two animals of their choice, one from Virginia and the other from Tanzania.
* Students will compare the wild and domestic animals of Virginia and Tanzania and determine if there are any differences and similarities on Padlet (in small groups of 2-3 students) using words and pictures to describe each. (An outline will be provided for students to use before posting on Padlet.)