

Joseph Monosmith, Casey Uhler, Casey Beck, Jadyynn Flowers

Professor Carmen Cain

EDU 320 – Curriculum, Instruction, and Assessment

February 12, 2019

## Interdisciplinary Lesson Plan

**Grade:** 9-10

**Unit Topic:** Brazil

**Course/Topic:** Interdisciplinary

**Approximate Time Required:** One month

### 1. Main Purpose of the Unit

The main purpose of this unit is for students to have a better understanding and appreciation of the culture and life in Brazil.

#### History/Social Studies Standards

- Explain how group and cultural influences contribute to human development, identity, and behavior (e.g., religion, education, media, government, and economy)
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#### Science Standards

- Explain ways renewable and nonrenewable resources are managed (e.g., land reclamation, forest management)
- Explain how matter and energy flow through living and nonliving components in an ecosystem (e.g., carbon cycle, water cycle, nitrogen cycle)

#### Physical Education Standards

- S1.H1.L1. Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities. (Soccer, volleyball).
- S2.H2.L1. Applies movement concepts to analyze and improve performance of self and/or others in a self-selected skill in lifetime activities.
- S1.H2.L1. Demonstrates competency in dance forms used in cultural and social occasions.

#### Music Standards

- MU:Cn11 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

- Proficient standard: MU:Re8.1.E.Ia Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

## 2. Performance Objectives

The student will be able to:

- A. History/Social Science - Identify and understand different cultural influences in Brazilian culture i.e. Portuguese, African, Tribal, American...
- B. History/Social Science - Examine the colonial and revolutionary period of Brazilian history through different people and events during the 1500s- 1800's. And how these subjects still impact or change Brazil today.
- C. Language Arts - Write a journal entry to describe the cultural influences and culture in Brazil.
- D. Science - Explain how land reclamation and deforestation is affecting the ecosystem of Brazil. Students will be able to name specific rainforests such as the amazon that is affected and to what extent.
- E. Science - Explain how the water cycle is important to all aspects of wildlife in the country of Brazil.
- F. Physical Education - Explain, demonstrate, and practice proper World Cup soccer techniques for dribbling, receiving, stealing, and protecting the soccer ball leading to playing soccer games.
- G. Physical Education - Explain, demonstrate, and practice techniques for the popular game of volleyball in Brazil, including serving, blocking, underhand pass/set, overhead pass, and spiking leading to playing volleyball games.
- H. Music/History/Physical Education - Explain, discuss, and learn the history of and the steps of important dances in Brazil, specifically the Samba and Carimbo.
- I. Music/History - Explain, discuss, and learn the history of where Brazil received its main musical influences, including segments on the rainforest, Samba, and Carnaval.
- J. Music - Rehearse, discuss, and perform Robert W. Smith's *Brazil: Ceremony, Song, and Samba*

## 3. Content Outline

- A. Influences:
  - 1. Look at modern Brazil and the different important parts of their current culture.
    - a. Students will be assigned one of those cultural pieces and will be asked to research their origins.
    - b. We will discuss this as a class in a large group.
- B. Colonial Period
  - 1. We will examine the colonial and revolutionary periods in class through lecture and note taking.
  - 2. Students will then be assigned to present on different people, subjects, or events during this time frame i.e. slavery, Brazilian Empire

- a. The Students will research and present on their subject, and the lasting impact, individually
- C. Journal Entry.
- D. Renewable and nonrenewable resources.
  - 1. Overview of the ecosystem of Brazil
  - 2. Explanation of deforestation and how it is affecting the ecosystem
  - 3. Students will be assigned to pick an animal in the rain forest and present on how it has been affected by deforestation.
- E. Water cycle
  - 1. Explain how the water cycle affects the climate in the country of Brazil
  - 2. Students will draw water cycle maps based off of the geography of Brazil showing how the water cycle works.
- F. World Cup soccer.
  - 1. Skills explanation, demonstration, and practice.
    - a. Dribbling.
    - b. Receiving.
    - c. Stealing.
    - d. Protecting.
  - 2. Soccer games using skills.
- G. Volleyball in Brazil.
  - 1. Skills explanation, demonstration, and practice.
    - a. Serving.
    - b. Blocking.
    - c. Underhand pass/set.
    - d. Overhead pass.
    - e. Spiking.
  - 2. Volleyball games using skills.
- H. Music/History/Physical Education
  - 1. Explain and discuss the history of the Samba and Carimbo.
  - 2. Learn the Samba and Carimbo steps.
- I. Music
  - 1. *Brazil: Ceremony, Song, and Samba*
    - a. Sight read
    - b. Discuss percussion and rainforest influence
    - c. Discuss Samba, jazz, Carnaval, African American, and Native American influences and styles
    - d. Rehearse to performance ready

#### **4. Procedures and Activities**

- A. Small group work for research and large group discussion involvement
- B. Students will work individually to research and prepare a presentation on the subject assigned to them.
- C. Journal entry.
- D. Practicing and playing soccer.

- E. Practicing and playing volleyball.
- F. Dancing.
- G. Listening to cultural music examples.
- H. Watching videos on dance.
- I. Performing a Brazilian inspired band piece
- J. Individual research on topic assigned to them
- K. Accurately displaying topic learned in projects assigned to students on water cycle

## 5. Instructional Aids and Resources

- A. Online and written material related to Brazilian Culture and history, as well as current or past popular advertising, songs, and material related to people and events.
- B. Online videos or DVD's of the Brazilian music and dances, i.e. Samba, Carimbo
- C. Recording and score of Robert W. Smith's *Brazil: Ceremony, Song, and Samba*
- D. Online and written material related to Brazilian ecosystems and geography

## 6. Assessment/Evaluation

Develop a rubric to grade these.

- A. Social Studies will be assessed off of their small group work, discussion, involvement in the lesson, and their final presentation.
- B. Write a journal entry to describe the cultural influences and/or history in Brazil.
- C. Have physical education assessment criteria handout for teacher to be filled out through observation of students during activities.
- D. Science will be assessed on the students ability to accurately show the water cycle in their water cycle map based off of the geography of Brazil.
- E. Music will be assessed off of their participation and improved skill level of playing during performance prep and after the actual performance of *Brazil: Ceremony, Song, and Samba*.
- F. They will also be assessed for the understanding of new music styles in their class discussions and execution of Brazilian techniques.