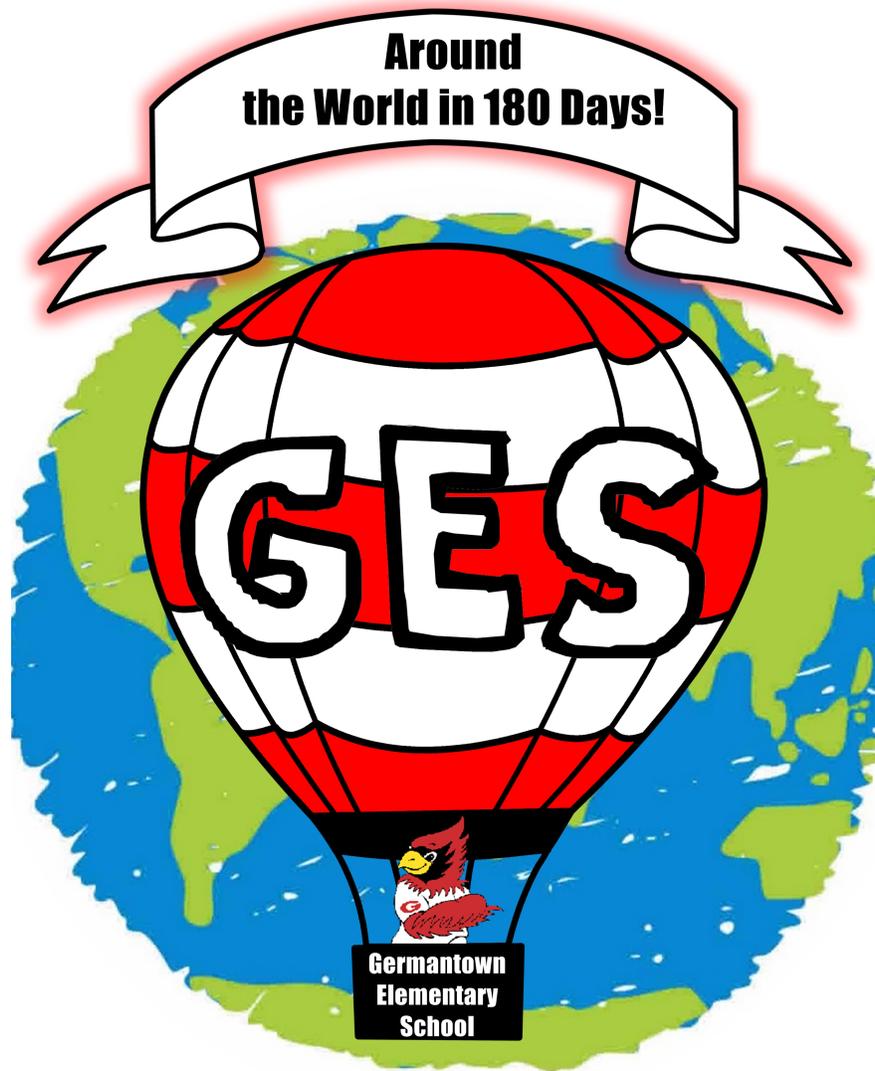


Germantown Elementary Optional School
International Studies Program



Global Learning in the Heart of Germantown
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Germantown Elementary Optional School

Enriched Academics/International Studies

Grades 1-5

Rich in history, yet soaring into the future with state-of-the-art technology in every classroom, Germantown Elementary is the pride of Germantown. Germantown's Optional Program offers Enriched Academics with an emphasis in International Studies. The program is designed to nurture students in global awareness. Each grade level studies a different country for an in-depth, global learning experience. Students will have a weekly lesson as part of the Social Studies curriculum about the geography, culture or government of their specific country. Throughout the year students are enriched with guest speakers and presentations about countries studied.

Germantown will hold an International Studies Festival at the end of each school year to allow students, parents, and community members to experience cultures from around the world without leaving the City of Germantown. During this event, guests may view various projects created by students in grades K-5, including performances written and produced by students. Our guests will be exposed to the cuisine of our featured countries, and they may also enjoy performances by the Germantown Elementary chorus groups. Students will enjoy this annual opportunity to show their parents, peers, and the community what they have learned during their in-depth, integrated studies of different nations' geography, governments, celebrations, cultures, agriculture, and industries.

The Optional Program is available to students beginning in first grade. Students in the Optional Program learn how important it is to know and understand other cultures and languages. They see for themselves how skills in communication and cultural understanding will be essential, not only in the worlds of government and business, but also in helping them become socially responsive citizens.

Germantown is fully accredited by the Southern Association of Colleges and Schools. The school provides a full-time school counselor, Creative Learning in a Unique Environment (CLUE)* classes for primary and intermediate students, music instruction (including music choruses), Physical Education, art instruction, and one French instructor for grades K-5. Festivals, field trips, and interactions with

community stakeholders and resources are incorporated into the school's program. In addition, Germantown offers quality before and after-school care for students of working parents.

Countries of Study



Kindergarten

U. S. A.



1st Grade

Mexico



2nd Grade

France



3rd Grade

Australia



4th Grade

Egypt



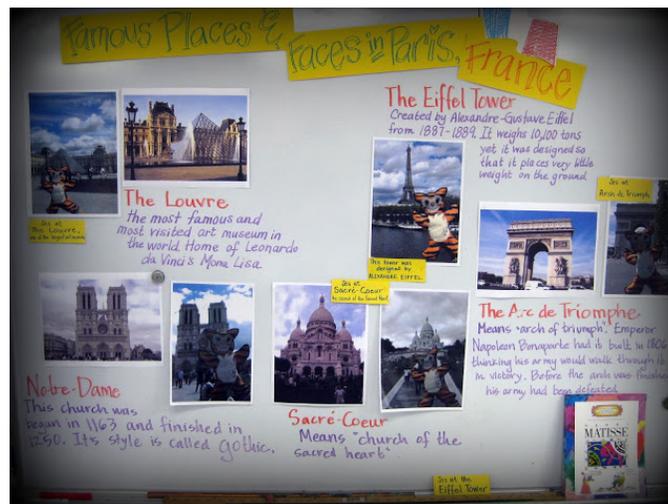
5th Grade

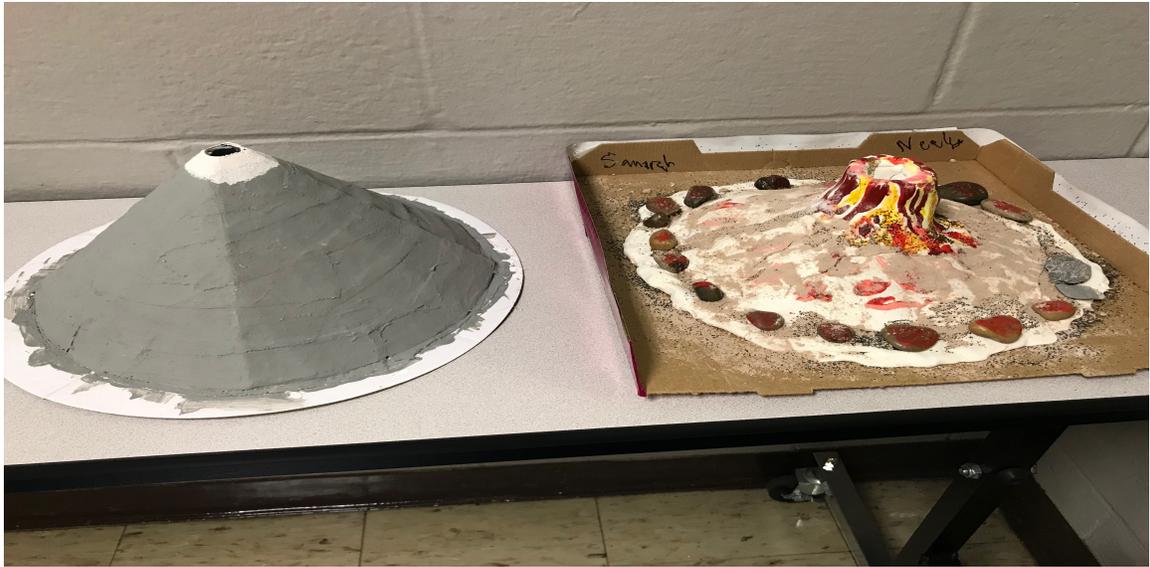
Japan

International Projects

Germantown Elementary students have three “school wide” International Studies projects each school year. One project will be assigned each nine weeks period. The curriculum and calendar will list the specific details and due dates.

After all projects have been received, evaluated, and presented in class, they are then displayed in the hallway near your class.





Plants and Flowers of France



The Stylized Lily

It is regarded as National flower of France. As the Lily and Tulip are both regarded as National flower of France.



Dahlia

It is grown in backyard of France. The Dahlia is considered as National flower of France.



Lavender

It is grown mostly in south of France. It is highly fragrant in Spring in France. It is very common plant in French garden.

Wild Boar





Habitat: It lives in Europe and Asia.

Description: Males do wild boars or the Boars, and pig in wild boars. They are found in Europe, Asia, and Africa. How their bodies are built. The female has a piglet in it. They are very hard to kill. They are very hard to kill.

Five interesting facts:

- 1. They are very hard to kill.
- 2. They are very hard to kill.
- 3. They are very hard to kill.
- 4. They are very hard to kill.
- 5. They are very hard to kill.

Flowers of France

Annie #4



Gerbera

It is regarded as National flower of France. It is very hard to kill.



Stylized Lily

It is regarded as National flower of France. It is very hard to kill.



Yellow Gentian

It is regarded as National flower of France. It is very hard to kill.



Iris

It is regarded as National flower of France. It is very hard to kill.



Lavender

It is regarded as National flower of France. It is very hard to kill.



International Studies Curriculum Kindergarten Country of Study: United States of America

First Quarter: Geography

Social Studies:

Common Core Standards

K.11 Use correct words and phrases that indicate location and direction, including up, down, near, far, left, right, straight, back, in front of, and behind.

K.12 Explain that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth.

K.13 Identify the student's street address, city/town, school name, and Tennessee as the state in which they live.

K.14 Locate Tennessee and the United States on a map.

Goals:

- *Students will be knowledgeable about America's physical features*
- *Students will be able to identify America on a world map*
- *Students will be able to identify the following physical features of America*
 - *Major River: Mississippi River*
 - *Landform: Appalachian Mountains*
 - *Major City: Washington, DC (capital)*

Second Quarter: Culture

Social Studies:

Common Core Standards

K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.

K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail.

K.3 Compare family traditions and customs among different cultures.

K.4 Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures.

Goals:

- *Students will be knowledgeable about America's celebrations and important people to the culture.*
- *Students will be able to discuss the meaning behind and traditions of each of the following American celebrations*
 - *Labor Day*
 - *Columbus Day*
 - *Thanksgiving Day*
 - *Martin Luther King, Jr. Day*
 - *President's Day*
 - *Valentine's Day*
 - *New Year's Eve*
 - *Independence Day*

Third Quarter: Government and Economics

Social Studies:

Common Core Standards

K.15 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules.

K.16 Identify the following state and national symbols:

- *The American flag and its colors and shapes*
- *The Tennessee flag and its colors and shapes*
- *The words of the Pledge of Allegiance*
- *The national symbols of the bald eagle, Statue of Liberty, and the White House*

K.17 Re-tell stories that illustrate honesty, courage, friendship, respect, responsibility and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.

K.18 Recognize and name the current President of the United States.

K.19 Use drawings, dictating, and writing to participate in shared research describing the role of the President.

K.21 Explain the purpose of rules and laws.

K.22 Demonstrate good citizenship and identify characteristics of citizens of the United States as described in the Constitution. K.5 Distinguish between wants and needs.

K.6 Identify and explain how the basic human needs of food, clothing, shelter and transportation are met.

Goals:

- *Students will be knowledgeable about America's government*
- *Students will be able to discuss the general history of America*
- *Students will be able to identify the flag, emblem and anthem of America*
- *Students will be able to discuss the American political system*
- *Students will be knowledgeable about America's major agricultural products and industries.*

Fourth Quarter: Culminating Activity: International Festival

Goals:

- *Students will be able to identify America's landmarks.*
- *Students will be able to identify important people to America's history.*
- *Students will be knowledgeable of America's general history.*
- *Students will display acquired knowledge of America.*

First Grade

Country of Study: Mexico

First Quarter: Geography

Social Studies:

Accomplishments

1.10 Recognize basic map features, including cities, land, roads, and water. (Locate features on map of Mexico)

1.11 Locate Tennessee, Nashville, and Washington, D. C. on a U. S. map. (Locate Mexico on a world map)

1.12 Use cardinal directions on a map.

1.13 Distinguish the difference between a lake, mountain, ocean, and river (on a map of Mexico)

1.14 Identify the three grand divisions of Tennessee on a map. (Identify the regions of Mexico)

1.3.01a Recognize that maps are representations or models of specific places.

1.3.01c Use map symbols and legends to identify locations and directions.

1.3.01d Interpret symbols that represent various forms of geographic data and use these symbols to identify locations and directions.

1.3.02a Define what cardinal directions are

1.3.02b Locate places using cardinal directions on maps and globes.

1.3.02c Locate cities, states, countries, continents on maps and globes and major bodies of water on maps and globes.

1.3.03c Compare and contrast natural and artificial features of the Earth.

CCSS:RI 1.7 Use illustration and details in a text to describe its key ideas.

Science (possible to incorporate):

GLE 0107.5.1 *Investigate how plants and animals can be grouped according to their habitats.*

GLE 0107.5.2 *Recognize that some organisms which formerly lived are no longer found on Earth.*

Goals:

- Students will be knowledgeable about Mexico's physical features
- Students will be able to identify Mexico on a world map
- Students will learn habitats of various animals of Mexico
- Students will be able to identify the following physical features of Mexico
-

- **Major Rivers:** Lerma River, Tula-Moctezuma-Panuco River, Balsas River
- **Landforms:** Popocatepetl, Iztaccihuatl, The Nevado de Toluca, Sierra Madre Occidental, Sierra Madre Oriental, Sierra Madre del Sur
- **Major Cities:** Mexico City (capital), Acapulco, Cancun, Guadalajara, Monterrey, Tijuana
- **Major Animals and Plants**
- **Weather and Climate**

Second Quarter: Culture

Social Studies:

Accomplishments

1.1.01a *Recognize that culture is a learned behavior that includes customs, beliefs, rules, life ways, language, food and clothing.*

1.1.01b *Recognize how individuals learn to do skills and customs from their culture.*

1.1.02b *Explain the culture of a place.*

1.1.02c *Describe the importance of diverse beliefs, customs, and traditions of families*

1.1.03a *Understand individual differences in languages, beliefs, and customs that may be unique to one's culture.*

1.1.03b *Retell stories from diversely selected folktales, myths, and legends.*

Goals:

- Students will be knowledgeable about Mexico's celebrations and important people to the culture.
- Students will be able to discuss the meaning behind and traditions of each of the following Mexican celebrations
 - Año Nuevo (new Year's Day)
 - Aniversario de la Constitución (Constitution Day)
 - Naticiode Benito Juárez (Benito Juárez's Birthday)
 - Día del Trabejo (Labor Day)
 - Día del la Independencia (Independence Day)
 - Aniversario de la Revolucíon Mexicana (Revolution Day)
 - Navidad (Christmas Day)

Third Quarter: Government and Economics

Social Studies:

Accomplishments

1.4.01c *Explain the purpose of government and give examples of laws*

1.4.0c4 *Explain how selected customs, symbols, and celebrations reflect Mexican values.*

1.4.04c Explain selected patriotic symbols of Mexico

1.2.01c Identify how people exchange goods and services.

1.2.02a Recognize that goods and services are exchanged worldwide.

1.2.03b Differentiate between consumers and producers.

1.5.01c Identify contributions of diverse historical figures that have influenced Mexico.

1.5.02b Recognize major events in Mexican history.

SS1.4.03 Describe the rights, responsibilities, and privileges of citizens living in a democratic society.

CCSS: RI 1.7 Use illustrations and details in a text to describe its key ideas.

Goals:

- Students will be knowledgeable about Mexico's government
- Students will be able to discuss the general history of Mexico
- Students will be able to identify the flag, emblem and anthem of Mexico
- Students will be able to discuss the Mexican political system
- Students will be knowledgeable about Mexico's major agricultural products and industry's.

Fourth Quarter: Culminating Activity: International Festival

Goals:

- Students will be able to identify Mexico's landmarks.
- Students will be able to identify important Mexican celebrations and describe elements of its culture.
- Students will be able to identify important people in Mexico's history.
- Students will be knowledgeable of Mexico's general history.
- Students will display acquired knowledge of Mexico

**Second Grade
Country of Study: France**

First Quarter: Geography

Social Studies:

Common Core Standards

2.13 Compare how maps and globes depict geographical information in different ways.

2.14 Construct a globe depicting the four hemispheres, seven continents, and five oceans using the equator and prime meridian.

2.16 Utilize legends, cardinal directions, and grids to determine locations on different types of maps.

2.17 Locate major cities, bodies of water, mountain ranges and rivers in France.

2.18 Compare physical features of France, lakes, mountains, oceans, and rivers.

2.19 Compare and contrast France to the United States in terms of climate, physical features, and population.

Goals:

- Students will be knowledgeable about France’s physical features
- Students will be able to identify France on a world map
- Students will be able to identify the following physical features of France
 - Major Rivers: Loire, Garonne, Lot, Rhine, Rhone, Saone, Seine
 - Landforms: Alps, Mount Blanc, Pyrenees
 - Major Cities: Paris (capital), Versailles, Toulouse, Bordeaux, Rouen, Nantes
 - Animals and Plants
 - Weather and Climate

Second Quarter: Culture

Social Studies:

Common Core Standards

2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in France by researching informational texts.

2.2 Summarize stories from French legends that reflect the cultural history.

2.3 Compare and contrast various cultures in France by engaging in collaborative conversations with partners.

2.4 Write an expository paragraph about France introducing the topic, using facts and definitions to develop points, and providing a concluding statement.

2.5 Create audio recordings, adding drawings or other visual displays, to explain the ways in which France and the United States share principles, goals, and traditions.

Goals:

- Students will be able to identify France’s landmarks.
- Students will be able to identify important people to France’s history.
- Students will be knowledgeable of France’s general history.
- Students will be knowledgeable about France’s celebrations
- Students will be able to discuss the meaning behind and traditions of each of the following French celebrations
 - New Year’s Day (Jour de l’an)
 - Labor Day (Fete du premier mai)
 - WWII Victory Day (Fete de las Victoire 1945; Fete du huitieme mai)
 - Bastille Day (Fete nationale)
 - Assumption of the Blessed Virgin Mary (Assomption)
 - All Saints Day (La Toussaint)
 - Armistice Day (Jour d’armistice)
 - Christmas Day (Noel)

Third Quarter: Government and Economics

Social Studies:

Common Core Standards

2.22 Identify the location and summarize the significance of well-known sites and landmarks in France.

2.23 Compare the branches of France's government to the United States government.

2.25 Create a graphic organizer to explain the three branches of government and the basic role of each.

2.29 Identify the rights and responsibilities of citizens of France.

2.8 Ask and answer questions including who, what, where, when, why, and how to demonstrate understanding of key details in texts about major products and industries in France.

2.10 Participate in a shared research and writing project exploring how products are imported and exported to meet the needs of the people France.

Goals:

- *Each student will be knowledgeable about France's government*
- *Each student will be able to discuss the general history of France*
- *Each student will be able to identify the flag, emblem and anthem of France*
- *Each student will be able to discuss the French political system*
- *Each student will be knowledgeable about France's major agricultural products and industries.*

Fourth Quarter: Culminating Activity: International Festival

Goals:

- *Students will be able to identify France's landmarks.*
- *Students will be able to identify important French celebrations and describe elements of its culture.*
- *Students will be able to identify important people to France's history.*
- *Students will be knowledgeable of France's general history.*
- *Students will display acquired knowledge of France.*

Third Grade

Country of Study: Australia

First Quarter: Geography

Social Studies

3.3.1 *Identify the major physical components of the world*

3.3.2 *Recognize and use a map key*

3.3.4 *Use absolute and relative locations to identify places on a map (i.e., north, south, east, west, borders, longitude and latitude)*

3.3.5 *Identify basic components of Earth's systems (i.e., landforms, water, climate, and weather)*

3.3.7 *Determine the climate of a specific region of the world using a map*

3.3.9 *Recognize the identifying characteristics of certain geographic features (peninsula, islands, continents, mountains, rivers, deserts, oceans, and forests)*

CCSS: 3.RIT.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Science:

0307.7.1 Classify landforms and bodies of water according to their geological features and identify them on a map

Goals:

- Students will be knowledgeable of Australia's landforms and bodies of water.
- Students will be able to identify the different regions of Australia.
- Students will be able to identify Australia on a world map.
- Students will be able to identify the following physical features of Australia.
 - Major Rivers: Murray, Darling, Murrumbidgee, Lachlan, Cooper Creek
 - Landforms: Uluru, The Great Barrier Reef, Bungle Bungles, Cradle Mt., Daintree Rainforest, Kangaroo Island
 - Major Cities: Sydney (capital), Melbourne, Brisbane, Perth, Gold Coast, Adelaide
 - Animals and Plants
 - Weather and Climate

Second Quarter: Culture

Social Studies:

3.1.1 Recognize some of the major components of a culture {language, food, clothing, art and music}

3.1.2 Determine the similarities and differences of Australia and America (i.e., food, water, clothing, and shelter by interpreting pictures).

3.1.4 Interpret a chart or map identifying major cultural groups

CCSS: 3.RIT.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

3.W.2 Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.

Goals:

- Students will be knowledgeable about Australia's celebrations and people important to its culture.
- Students will be able to discuss the meaning behind and traditions of each of the following Australian celebrations
 - Australia Day
 - Royal Hobart Regatta Day
 - Labour Day
 - 8 Hour Day
 - Adelaide and Canberra Cup Day

- Queen's Birthday
- Queensland Day
- May Day
- Melbourne Cup

Third Quarter: Government and Economics

Social Studies:

3.4.1 *Select from a set of visual representations a service provided by the government*

3.6.2 *Distinguish between conflict and cooperation within group interactions as represented by pictures*

3.2.1 *Distinguish the differences between a natural resource and finished product in Australia*

3.2.2 *Interpret a map showing agricultural and industrial areas*

3.2.3 *Distinguish between imports and exports of Australia*

3.5.1 *Label historical events as past, present and future*

3.5.2 *Use a timeline to determine the order of a historical sequence of events*

3.5.3 *Read and interpret facts from a historical passage*

CCSS: 3.RIT.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.*

3.RIT.7 *Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)*

Science:

0307.T/E.1 *Select a tool, technology, or invention that was used to solve a human problem.*

0307.T/E.2 *Recognize the connection between a scientific advance and the development of a new tool or technology.*

Goals:

- Students will be knowledgeable about Australia's government
- Students will be able to discuss the general history of Australia
- Students will be able to identify the flag, emblem and anthem of Australia
- Students will be able to discuss the Australian political system
- Students will be knowledgeable about Australia's major agricultural products and industries.

Fourth Quarter: Culminating Activity: International Festival

Goals:

- Students will be able to identify Australian landmarks.
- Students will be able to identify important Australian celebrations and describe elements of its culture.
- Students will be able to identify significant people in Australia's history.
- Students will be knowledgeable of Australia's general history.

- Students will display acquired knowledge of Australia.

Fourth Grade Country of Study: Egypt

First Quarter: Geography

Social Studies

4.3.1 *Identify and use key geographical features on maps (i.e., mountains, rivers)*

4.3.4 *Recognize river systems*

4.3.5 *Determine how physical processes shape Egypt's features and patterns (i.e., mountains, volcanoes)*

4.3.6 *Use latitude and longitude to identify major cities*

4.3.8 *Identify cause and effect relationships between population distribution and environmental issues*

CCSS: 4.RTI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Science:

0407.8.2 *Distinguish between weather and climate*

Goals:

- Students will be knowledgeable about Egypt's physical features
- Students will be able to identify Egypt on a world map
- Students will be able to identify the following physical features of Egypt
 - **Major Rivers:** Nile River, Suez Canal, Alexandria-Cairo Waterway, Lake Nassar
 - **Landforms:** Mount Catherine, Nile River, Great Pyramids, Libyan Desert, Sinai Peninsula
 - **Major Cities:** Cairo (capital), Memphis, Alexandria
 - **Animals and Plants**
 - **Weather and Climate**

Second Quarter: Culture

Social Studies:

4.1.2 *Identify cultural groups who inhabited Russia throughout history*

4.5.2 *Identify major political leaders*

CCSS: 4.W.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

Goals:

- Students will be knowledgeable about Egypt's celebrations and important Egyptian figures
- Students will be able to discuss the meaning behind and traditions of each of the following Egyptian celebrations

- Flooding of the Nile
- Coptic New Year
- Arafat Day
- Feast of the Sacrifice
- Muharram
- Coptic Christmas Day
- Prophet Mohamed's Birthday Day
- Revolution Day
- Coptic Spring Festival
- Sinai Liberation Day
- Labor Day

Third Quarter: Government and Economics

Social Studies:

4.4.1 *Identify the components of the Egyptian government*

4.5.2 *Identify major political leaders*

4.5.3 *Interpret a timeline that depicts major historical events*

4.2.2 *Interpret a chart of major agricultural produce in Egypt*

4.2.3 *Identify major industries of Egypt*

4.2.4 *Identify the money system in Egypt*

CCSS: 4.W.2a *Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*

Science:

0407.T/E.1 *Select a tool, technology, or invention that was used to solve a human problem*

0407.T/E.2 *Recognize the connection between a scientific advance and the development of a new tool or technology*

Goals:

- Students will be knowledgeable about Egypt's government
- Students will be able to discuss the general history of Egypt
- Students will be able to identify the flag, emblem and anthem of Egypt.
- Students will be able to compare and contrast the Egyptian political system and the U.S. political system.
- Students will be knowledgeable about Egypt's major agricultural products and industry's.
- Students will be able to identify Egypt's major agricultural products and industry's

- Students will be able to compare and contrast Egyptian money and U.S. money.

Fourth Quarter: Culminating Activity: International Festival

Goals:

- Students will be able to identify Egypt's landmarks.
- Students will be able to identify important Egyptian celebrations and describe elements of its culture.
- Students will be able to identify significant people in Egypt's history.
- Students will be knowledgeable of Egypt's general history.
- Students will display acquired knowledge of Egypt.

Fifth Grade Country of Study: Japan

First Quarter: Geography

Social Studies:

Common Core Standards

Locate the major physical features and cities of Japan.

Understand the latitude, longitude, the global grid and time zones of the sites within the world and Japan.

Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire process and report information from a spatial perspective

Goals:

- *Students will be knowledgeable about Japan's geographical features.*
- *Students will be able to identify Japan's major landforms and bodies of water on a world map.*
- *Students will be able to identify the following physical features of Japan*
 - **Major Rivers:** Tone, Isikari, Sinano, Kitadami, Kiso, Tokati, Yodo, Agano, Mogami, Tesio, Abukuma, Tenryu, Omono, Yonesiro, and Fuzi
 - **Landforms:** Mt. Fuji, Mt. Sakurajima, Mt. Aso, Mt. Unzen, Mt. Kenga-mine, Mt. Shirane-san, Mt. Okuhotaska-dake
 - **Major Cities:** Tokyo (Capital), Honshu, Shikoku, Kyushu, Hokkaido
 - **Animals and Plants**

Second Quarter: Culture

Social Studies:

5.1.1 Recognize components of Japanese culture (i.e. holidays, language, clothing, food, art, music and religion)

5.1.3 Recognize personal, religious, and national celebrations

5.6.1 Recognize people who contributed to Japanese society

5.1.4 Analyze graphs to discover cultural trends (i.e. music, clothing or radio sales)

CCSS: RL 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

CCSS: RL 7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Goals:

- Students will be knowledgeable about the people of Japan and its cultural celebrations
- *Students will be able to discuss the meaning behind and traditions of each of the following Japanese celebrations:*
 - *New Year (Shogatsu)*
 - *Spring Equinox Day (Shunbun No Hi)*
 - *Constitution Day (Kenpo Kinenbi)*
 - *Between Day (Kokumin No Kyujitsu)*
 - *Ocean Day (Umi No Hi)*
 - *Respect for the Aged Day (Keiro No Hi)*
 - *Autumn Equinox Day (Shubun No Hi)*
 - *Labour Thanksgiving Day (Kinro Kansha No Hi)*

Third Quarter: Government and Economics**Social Studies:**

5.4.4 *Recognize the differences between the US government and Japan*

5.2.4 *Interpret economic issues as expressed in maps, tables, diagrams, and charts*

5.6.3 *Recognize situations requiring conflict resolution (i.e., World War II, Pearl Harbor)*

5.5.5 *Interpret a visual contrasting life before and after World War II (i.e., education, family size, transportation, urbanization, role of women)*

5.1.2 *Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).*

Goals:

- *Students will be knowledgeable about Japan's government.*
- *Students will be able to discuss the general history of Japan*
- *Students will be able to identify the flag, emblem, and anthem of Japan*
- *Students will be able to compare and contrast the Russian political system and the U.S. political system*
- *Students will be knowledgeable about Japan's major trade system, including agricultural products and industry/s.*
- *Students will be able to identify Japan's major agricultural products and industries.*
- *Students will identify goods and services offered by Japan.*

Fourth Quarter: Culminating Activity: International Festival**Goals:**

- *Students will be able to identify Japan's major landmarks.*
- *Students will be able to identify important Japanese celebrations and describe elements of its culture.*
- *Students will be knowledgeable of Japan's general history and economy.*
- *Students will display acquired knowledge of Japan.*

International Festival of Trees

Holidays Around the World



International Festival of Trees is Germantown’s way of celebrating holidays around the world. Each grade level is assigned a tree to creatively decorate with ornaments that represent their selected country. Families are invited to a Holiday Around the World Event to celebrate the cultures with food, music, crafts, and games.

International Festival

May

The International Festival is held in the spring of each school year and is the culminating activity for our International Studies program. It begins with a performance arts presentation and ends with guests visiting our “culturally” transformed classrooms. The primary focus for this event is for students to display projects, artifacts, and information learned in class about their honored country.



Timeline For International Studies Program

Quarter	Topic	Project Due Date
1 st Quarter	Geography	Nov 4th, 2020
2 nd Quarter	Culture	January 27th, 2021
	Festival Of Trees Decorate Trees	TBD
	Holidays Around The World	TBD
3 rd Quarter	Government	March 24 th 2021
4 th Quarter	International Festival: assign stations and speaking parts	Practice-on going as time allows
	International Festival Classroom Setup	Prepare items throughout the weeks before festival. Completed by May 25th 2021
	International Festival: Music Practice	Monday, Tuesday
	International Festival Student Presentation Rehearsal for Students	May 26th 2021 2021 9:45am - 11:00am 2:30pm - 3:30pm
	International Festival- Parents and Community	May 26th 2021 10:00am - 12:00pm