

Grade 3 History

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **4 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Civics	1	4
History	2	4
Geography	3	4
Economics	4	4

Unit Overview

History, Culture, and Perspectives

Overview: In this unit students will understand how key historical events, documents, and individuals led to the development of our nation and a common national identity. Students will also understand that personal, family, and community history are sources of information for individuals about the people and places around them, and that prejudice and discrimination are obstacles that need to be overcome in order to understand other cultures.

Enduring Understandings

Unit Enduring Understandings

- Native American culture, including that of the Lenni Lenape, is manifested in different regions of New Jersey.
- Key historical events, documents, and individuals led to the development of New Jersey and our nation.
- Immigrants come to New Jersey for various reasons and have a major impact on the state.
- Personal, family, and community history are sources of information for individuals about the people and places around them.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- Prejudice and discrimination can be obstacles to understanding other cultures.

Essential Questions

Unit Essential Questions

- How has Lenni Lenape culture been integrated into the identity of New Jersey?
- Which key historical factors led to the development of New Jersey and our nation?
- What were some reasons immigrants came to New Jersey, and what impact did they have on our state?
- How do personal, family, and community histories inform our awareness of the people and places around us?
- How do experiences, cultural perspective, point of view, and the time lived through affect an individual's interpretation of events?
- How can prejudice and discrimination serve as obstacles to understanding other cultures?

New Jersey Student Learning Standards (No CCS)

NJCCC Standard Number: 6.1 U.S. History: America in the World

Standard Statement: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture,

	is manifested in different regions of New Jersey.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.

Amistad Integration

- Students will show diversity by sharing their own personal narratives and experiences
- Diversity is shown through read alouds and lessons below
- Jabari Jumps - Gaia Cornwall (J)
- [3rd Grade Diversity Lesson #3](#)

Holocaust/Genocide Education

SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.3.4.CS2	Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.

Interdisciplinary Connections

Skills:

- Chronological Thinking:
 - Place key historical events and people in historical eras using timelines
 - Explain how the present is connected to the past
- Spatial Thinking: Use thematic maps and other geographic representations to obtain, describe, and compare information about people and places
- Critical Thinking: Identify and use a variety of primary and secondary sources for reconstructing the past
- Presentation Skills

Career Ready Practices:

- CRP2: Apply appropriate academic and technical skills

- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies

Technology Standards

TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Themes/Careers

- Place key historical events and people in historical eras using timelines
- Explain how the present is connected to the past
- Identify and use a variety of primary and secondary sources for reconstructing the past

Instructional Strategies & Learning Activities

- Understand that Lenni Lenape culture is manifested in different regions of New Jersey.
- Analyze key historical events, documents, and individuals' contributions to the development of New Jersey and our nation.
- Identify various reasons immigrants came to New Jersey, and the impact they had on the state.
- Compare and contrast various points of view
- Interpret the impact of prejudice and discrimination

Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

Explain how key events led to the creation of the United States and the state of New Jersey.
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Explain the role Governor William Livingston played in the development of New Jersey government.
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Determine the significance of New Jersey's role in the American Revolution.
Describe how the influence of Native American groups, including the Leni Lenape culture, is manifested in different regions of New Jersey.
Determine how local and state communities have changed over time, and explain the reasons for changes.
Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.
Apply critical thinking and problem-solving skills in classroom and family settings.
Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
Express needs, wants, and feelings appropriately in various situations.
Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
Demonstrate effective communication using digital media during classroom activities.
Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

Differentiated Instruction

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial

- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

Formative Assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:	
<ul style="list-style-type: none"> • Reconstruct a Lenni Lenape village • Interview a family member about culture and traditions • Processing Activity in TCI Interactive Notebook 	<ul style="list-style-type: none"> • Write a folktale • Research and present an historical figure

Summative Assessment

Summative Assessment (end of module)

- Students' performance on the common assessment will be a significant factor in the determination of report card grades
- [Rubric for Summative Assessment](#)

- [Rubric for Performance Assessment](#)
- [..\Social Studies Assessments\Grade 3\Grade 3 Performance Assessment- NJ Regions.docx](#)

Benchmark Assessments

Alternate Assessments

Resources & Technology

Equipment/Materials needed:

TCI teacher subscription

TCI student textbooks

TCI student interactive notebooks

Projector system

websites about NJ history (see below under Teacher Resources)

Teacher Resources

<http://www.teachtci.com/>

Our Community & Beyond Lessons: 4 and 5

<http://www.lenapelifeways.org/>

http://www.bigorrin.org/lenape_kids.htm

<http://unveilinghistory.org/blog/lessons/dissecting-the-declaration/>

http://www.loc.gov/teachers/tps/quarterly/differentiated_instruction/pdf/elementary_activity.pdf

<http://www.state.nj.us/state/historykids/teachersGuide.htm>

<http://www.state.nj.us/state/historykids/NJHistoryKids.htm>

http://www.njstatelib.org/research_library/new_jersey_resources/nj_topics/kids/

<http://www.gti.net/mocolib1/kid/njhistory.html>

<http://www.landofthebrave.info/new-jersey-colony.htm>

Click the links below to access additional resources used to design this unit:

<http://www.lenapelifeways.org/>

<http://www.education.com/activity/third-grade/social-studies/>

<http://www.internet4classrooms.com/3rdSocSt.htm>

<https://www.pinterest.com/3amazingsons/third-grade-social-studies/>

http://www.learninggamesforkids.com/us_state_games/newjersey/

<http://www.teachtei.com/>

BOE Approved Texts

TCI Social Studies Teacher's Edition and Student Textbooks

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they

leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.

- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)

- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

