

History, Culture, and Perspective

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **8 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Civics, Government, and Human Rights	1	8
History, Culture, and Perspective	1/2	8
Geography, People, and the Environment	2/3	12-14
Economics, Innovation, and Technology	3	8

Unit Overview

In this unit, the students will learn about how America was formed. They will explore the concepts of immigration and its link to the present state of cultural diversity in the United States. Students will become familiar with historical documents and figures, as well as key events in history that have led to the US as a “melting pot”.

Enduring Understandings

1. American Indians lived here prior to the European colonization.
2. Immigrants came to America over centuries and from an abundance of countries.
3. Immigrants have helped to shape the America in which we live today.

4. Cultural identity is directly related to one's individual beliefs, values, and traditions.

Essential Questions

1. How did European colonization impact Indian American tribes?
2. Why did people from various countries immigrate and what challenges did they face?
3. How did the American identity change over time?
4. How do/did American immigrants establish and keep their culture/identity?
5. How have different cultural groups contributed to the US?

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.

Amistad Integration

- [4th Grade Diversity Lesson #2](#)

Holocaust/Genocide Education

Remove/replace the text in this section - this is for your reference (link -- https://nj.gov/education/holocaust/about_us/mandate.html)

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

- a.** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
- b.** The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Interdisciplinary Connections

LA.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LA.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Technology Standards

TECH.8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

TECH.8.1.5.A.CS2 Select and use applications effectively and productively.

21st Century Themes/Careers

CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

Financial Literacy Integration

Remove/replace the text in this section - this is for your reference -- (link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

- Establish prior knowledge
- Present new material in small steps
- Think Aloud/ modeling
- Guided Practice
- State the objective
- Use graphic organizers/ anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Gradual release of responsibility
- Student-led discussion strategies
- Cooperative learning
- Tiered instructional activities
- Differentiation
- Small group instruction
- Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

- 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.

Differentiated Instruction

- 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
- 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
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

1. Design an invitation/flyer promoting Ellis Island.
2. Research and present your cultural heritage to the class.
3. Make a presentation of your choosing depicting your family's cultural heritage.

4. Map your route from your home country to your new settlement.
5. Write a journal entry about your first day in America.
6. Answer the question “What if Ellis Island never existed?”

Summative Assessment

Students’ performance on the common assessment will be a significant factor in the determination of report card grades at the conclusion of the 3rd unit.

Benchmark Assessments

Alternate Assessments

Resources & Technology

Equipment/Materials needed:

~TCI subscription

~TCI textbook/interactive student notebook

~Smartboard/projector

Teacher Resources:

TCI scope and Sequence: Lesson 3 (all)

Reading Further: NYC: Layers of the Past

Student Subscription - Enrichment Reading -- Becoming a Citizen

School house rock video- The Great American Melting Pot – Immigration

<https://www.youtube.com/watch?v=5ZQl6XBo64M>

Brainpop video-Immigration

Discovery Education video: American Heritage: Immigration to the United States (20 min)

Discovery *Education* video: Arriving in America: The Making of a Multicultural Nation 1880-1920 (13 min)

Discovery Education video: Moving to America: Then and Now (19 min.)

Website: <http://www.libertyskids.com/>

Video: Liberty Kid's Video library (40 videos)

Scholastic webquest : Ellis Island

LAL integration: Guided Reading Book: *The Orphan at Ellis Island* (Level S)

If Your Name was Changed at Ellis Island

BOE Approved Texts

TCI *Social Studies Alive! Regions of Our Country*

Closure

- 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

List is not inclusive but may include examples such as:

- 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

Examples of accommodations in 504 plans include but are not limited to:

- 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
- handouts with highlighted instructions
- 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
- 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

