

Unit 7: Celebrating Our Communities

Content Area: **Social Studies**
Course(s): **Sample Course**
Time Period: **June**
Length: **Full Year - Grade 3**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies - Grade 3

Unit 7: Celebrating Our Communities

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Grade 3 Teacher, Maria Spina

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools
Dr. Giovanni Cusmano, Director of Elementary Education K - 8
Mr. George Droste, Director of Secondary Education

Board Approved: 7/16/2018

Unit Overview

In Unit 7, students will learn about how culture is shared. Students will also learn how people from all over the world form communities to live, work, and play together. Students will also learn that people live in rural, suburban, or urban communities. Students will learn how people share their culture in many different ways, such as through arts and celebrations. They will also learn how our nation's diversity helps us better understand the people who live in our communities and throughout the world.

Enduring Understanding

- People from all over the world form communities to live, work, and play together.
- People live in rural, suburban, or urban communities.
- People share their culture in many different ways, such as through arts and celebrations.
- Our nation's diversity helps us better understand the people who live in our communities and throughout the world.

Essential Questions

- How is culture shared?
- How are communities the same and different?
- What are rural, suburban, and urban communities like?
- How is culture shaped by people and climate?
- How do people share culture through the arts?
- How do people share their culture through celebrations?

Exit Skills

By the end of Grade 3, Social Studies Unit 7, the student should be able to:

- Apply the concepts learned to write about reasons why people like living in your community.
- Discuss the compelling question: "What is special about your community?"
- Identify reasons people have formed communities.
- Identify the types of characteristics that comprise a community or region.
- Describe how communities have changed over time.
- Explain similarities and differences between various communities.
- Recognize that people need to fulfill certain responsibilities to make their communities good places to live.
- Distinguish between the characteristics of rural, suburban, and urban communities.
- Understand how the characteristics of rural, suburban, and urban communities influence settlement patterns and daily life in these communities.
- Recognize that each type of community has unique characteristics compared to the other types of communities.
- Explain why people who live in each type of community need to interact with each other.
- Identify the cultures that have settled the United States and other areas of the world.
- Compare the cultural characteristics of diverse populations in one of the five regions of the United States with another area of the world.
- Identify and compare how people in different communities adapt to or modify the physical environment in which they live, such as deserts, mountains, wetlands, and plains.
- Identify and compare the human characteristics of various regions.
- Understand that a community's cultural heritage can be communicated through stories, art, and music.
- Explain the cultural values and significance of characters, people, and events portrayed through the arts.
- Understand the importance of writers and artists to the cultural heritage of communities.
- Identify various individual writers and artists and their works, and other examples of cultural heritage from various communities.
- Compare and contrast the arts from various communities.
- Holiday traditions are part of a culture.
- Some national holidays honor important people.
- People celebrate freedom in different ways.
- People with the same culture and way of life enjoy ethnic celebrations.
- People celebrate their harvests around the world.
- Identify reasons people come to live in the United States.
- Identify contributions from various ethnic groups to the United States.
- Explain the significance of and compare the various ethnic and/or cultural contributions to the local community and other communities.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
SOC.6.1.4.A.CS11	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
SOC.6.1.4.B.CS7	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
SOC.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.

Interdisciplinary Connections

LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context,

and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

LA.RL.3.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Learning Objectives

- Justify reasons why people like living in your community.
- Research the compelling question: "What is special about your community?"
- Identify reasons people have formed communities.
- Identify the types of characteristics that comprise a community or region.
- Analyze how communities have changed over time.
- Compare and contrast similarities and differences between various communities.
- Recognize that people need to fulfill certain responsibilities to make their communities good places to live.
- Distinguish between the characteristics of rural, suburban, and urban communities.
- Analyze how the characteristics of rural, suburban, and urban communities influence settlement patterns and daily life in these communities.
- Identify how each type of community has unique characteristics compared to the other types of communities.
- Justify why people who live in each type of community need to interact with each other.
- Identify the cultures that have settled the United States and other areas of the world.
- Compare the cultural characteristics of diverse populations in one of the five regions of the United States with another area of the world.
- Identify and compare how people in different communities adapt to or modify the physical environment in which they live, such as deserts, mountains, wetlands, and plains.
- Identify and compare the human characteristics of various regions.
- Justify that a community's cultural heritage can be communicated through stories, art, and music.
- Analyze the cultural values and significance of characters, people, and events portrayed through the arts.
- Identify the importance of writers and artists to the cultural heritage of communities.
- Identify various individual writers and artists and their works, and other examples of cultural heritage from various communities.
- Compare and contrast the arts from various communities.
- Analyze how holiday traditions are part of a culture.
- Identify how national holidays honor important people.
- Analyze how people celebrate freedom in different ways.
- Analyze how people with the same culture and way of life enjoy ethnic celebrations.
- People celebrate their harvests around the world.
- Identify reasons people come to live in the United States.
- Identify contributions from various ethnic groups to the United States.
- Analyze the significance of and compare the various ethnic and/or cultural contributions to the local community and other communities.

Suggested Activities & Best Practices

- **Chapter 7: Lesson 1**
- Write a short poem that tells about a time when people have come together in your community. Your poem might tell about a cultural festival, a holiday, a sports event, or some other gathering. Share your poem with a partner.
- **Chapter 7: Lesson 2**
- Before class, gather some images of urban, suburban, and rural communities. Point out to students which picture is an image of a city, which one is an area near a city, and which one is a countryside. Have students turn and talk to a partner and talk about the things they could see, hear, and smell in each of these communities.
- **Chapter 7: Lesson 3**
- Show students the current month on a calendar. Point out any holidays or special days that are present in the month. Use an online weather resource to review weather data for the month, and add this information to the calendar. Allow students to use the calendar as a resource as they complete the Jumpstart Activity.
- **Chapter 7: Lesson 4**
- Ask students to name talents that they have and list these talents on the board. Discuss how different people have different talents. Then have students complete the Jumpstart Activity.
- **Chapter 7: Lesson 5**
- Ask students to name festivals or celebrations they have attended. As students name these, list them on the board. Then create a chart with the festivals or celebrations named. Ask the students to name things they experienced at each festival or celebration, and add student responses in the chart. Have students use the information in the chart as they complete their drawings.
- **Chapter 7: Lesson 6**
- Your classroom is likely made up of students of different cultures or backgrounds. Stand up and share one thing you have learned from a classmate about another culture. Then share one thing about your culture.
- **myWorld Activity Guide Book page 131**
- Learning About My Culture: Read to learn about different cultures in a community, then interview your family to learn more about your culture.
- **myWorld Activity Guide Book page 131**
- My Family Name: Create a family crest to show the special thing about your family's culture.
- **myWorld Activity Guide Book page 131**
- How My Culture Celebrates: Investigate and illustrate a cultural celebration.
- **myWorld Activity Guide Book page 131**
- America's Melting Pot: Interview a classmate to learn more about his or her culture and how your cultures work together to create an American culture.
- **myWorld Activity Guide Book page 131**
- Complete Your Quest: Use your completed activities to create and present a cultural scrapbook.

Evidence of Student Learning - Checking for Understanding (CFU)

- Thumb-Ometer
- Red Light, Green Light
- Exit Tickets
- Common benchmarks
- Evaluation rubrics

- Self-assessments
- Unit tests
- Quizzes
- Journals
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluate
- Describe
- Define
- Compare & Contrast
- Illustration
- Study Guide
- Think, Write, Pair, Share
- Think, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist

- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Social Studies Pearson: myWorld Interactive Grade 3 Teacher's Edition, Student Activity Mats, Activity Guide, Student myWorld Interactive book

Ancillary Resources

www.pearsonrealize.com

<https://www.tikatok.com/>

<https://www.Kids.gov>

<https://www.usmint.gov/kids>

Technology Infusion

- Smart TV
- Laptops
- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
 - www.pearsonrealize.com
 - <https://www.tikatok.com/>
 - relevant YouTube/TeacherTube videos

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical thinking and Problem Solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Environmental Literacy
- Civic Literacy
- Health Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers

- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving

- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

