

Unit 6: A Growing Nation

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies - Grade 3

Unit 6: A Growing Nation

Belleville Board of Education

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Unit Overview

In Unit 6, students will learn about how changes in transportation helped the United States grow. Students will also learn how immigrants to the United States and American settlers changed where and how people lived. They will understand how technological developments affect how people live. Students will also learn how new ideas and individuals can affect communities.

Enduring Understanding

- Changes in transportation helped the United States grow.
- Immigrants to the United States and American settlers changed where and how people lived.
- Technological developments affect how people live.
- New ideas and individuals can affect communities.

Essential Questions

- How does life change throughout history?
- How have new ways of traveling have changed people's lives?
- How do people's lives change when they move to a new country?
- What are the different ways people have communicated throughout history?
- How did new ideas and machines change people's lives throughout history?

Exit Skills

By the end of Grade 3, Social Studies Unit 6, the student should be able to:

- Discuss the compelling question "How can American immigrants succeed?"
- Analyze how innovations in transportation influenced the growth of the United States.
- Describe how Lewis and Clark and Sacagawea contributed to the growth of the American West.
- Understand how canals and riverboats helped move people and goods in the developing country.
- Recognize the difficulties faced by settlers in wagon trains.
- Identify how railroads, highways, and airplanes improved transportation across the United States.
- Explain why people immigrate to new lands.
- Identify patterns of immigration from Europe and Asia to the United States.
- Describe how homesteaders built the American West.
- Analyze how innovations in communication influenced the growth of the United States.
- Compare how people communicated in the 1800s and today.
- Recognize how telegraphs, telephones, and computers made instant communication possible.
- Describe how radio and television connect people around the world.
- Give examples of key people who improved communication.
- Locate the important facts and details of a passage.
- Use details to draw conclusions.
- Analyze how new ideas and machines changed people's lives in the United States and around the world.
- Recognize how activists improved access to education for all Americans.
- Understand how innovations in technology changed people's everyday lives.
- Explain how new machines and ideas changed the workplace.
- Recognize how innovations in medicine helped people lead longer, healthier lives.
- Describe the contributions of human-rights activists in gaining equal rights for all Americans.

SOC.6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
SOC.6.1.4.B.CS6	Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
SOC.6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
SOC.6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
SOC.6.1.4.C.CS6	Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.

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).

Learning Objectives

- Identify how American immigrants can succeed.
- Analyze how innovations in transportation influenced the growth of the United States.
- Research how Lewis and Clark and Sacagawea contributed to the growth of the American West.
- Analyze how canals and riverboats helped move people and goods in the developing country.
- Identify the difficulties faced by settlers in wagon trains.
- Identify how railroads, highways, and airplanes improved transportation across the United States.
- Justify why people immigrate to new lands.
- Identify patterns of immigration from Europe and Asia to the United States.
- Analyze how homesteaders built the American West.
- Analyze how innovations in communication influenced the growth of the United States.
- Compare how people communicated in the 1800s and today.
- Recognize how telegraphs, telephones, and computers made instant communication possible.
- Justify how radio and television connect people around the world.

- Identify key people who improved communication.
- Analyze the important facts and details of a passage.
- Identify details to draw conclusions.
- Analyze how new ideas and machines changed people's lives in the United States and around the world.
- Recognize how activists improved access to education for all Americans.
- Justify how innovations in technology changed people's everyday lives.
- Justify how new machines and ideas changed the workplace.
- Recognize how innovations in medicine helped people lead longer, healthier lives.
- Identify the contributions of human-rights activists in gaining equal rights for all Americans.

Suggested Activities & Best Practices

- **Chapter 6: Lesson 1**
- Work with a partner. List as many types of transportation as you can think of. Put a check mark by those you have used.
- **Chapter 6: Lesson 2**
- In groups, think of family members or people you know who came to the United States from another country. Write a list. Share your list with the class. Find each country on a world map or globe.
- **Chapter 6: Lesson 3**
- Think about ways you communicate each day. Share your ideas. Make a class chart showing ways you communicate beginning when you wake up until you go to sleep at night.
- **Chapter 6: Lesson 4**
- Act out an invention from the past. When your classmates guess correctly, say why you think the invention was important.
- **myWorld Activity Guide Book page 109**
- Analyzing a timeline: Students will illustrate, research, and summarize one event.
- **myWorld Activity Guide Book page 109**
- Let's Investigate: Students will write questions about important places, people, groups, or events from earlier eras.
- **myWorld Activity Guide Book page 109**
- Finding Answers: Conduct research to answer your questions about important places, people, groups, or events from earlier eras.
- **myWorld Activity Guide Book page 109**
- Who? What? Where? When?: Record information about a specific topic.
- **myWorld Activity Guide Book page 109**
- Complete Your Quest: Present your news report as a recorded audio production, a video, or a live broadcast.

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.tiktok.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
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 - 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: