Unit 6: A Growing Nation

Content Area: **Social Studies**
Course(s): **Social Studies Gr. 3**
Time Period: **MarApr**
Length: **26 Days**
Status: **Published**

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Third Grade Social Studies

Unit 6: A Growing Nation

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

Chapter 6 focuses on the growth and changes in the United States. Students will learn how changes in transportation helped the United States grow. Students will learn how immigrants to the United States and American settlers changed where and how people lived. Students will learn how technological developments affect how people live. Students will learn how new ideas and individuals can affect communities.

(Reference myWorld Interactive, Chapter 6)

Enduring Understandings

- 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

Lesson 1: New Ways to Travel

- How has new ways of traveling changed people's lives?
- How did travel change in the 1900's?

Lesson 2: A New Home in America

- How did people's lives change when they moved to a new country?

- What events changed communities in the United States?

Lesson 3: New Ways to Communicate

- What ways have people communicated throughout history?
- How has communication changed communities?

Lesson 4: New Ideas

- How have new ideas and machines changed people's lives throughout history?
- What can you conclude about equal rights activists?

Exit Skills

By the end of Chapter 6, students will be able to:

- Acquire and accurately use domain specific words.
- Critically think about how the transcontinental railroad changed the United States.
- Identify jobs held by immigrant workers when they arrived to the United States.
- Identify inventions created by inventors.
- Determine how life has changed throughout history.
- Describe how landforms and geography affected the way people traveled and how new technology improved travel.

New Jersey Student Learning Standards (NJSLS)

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.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.2	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.

Learning Objectives

Lesson 1: New Ways to Travel

- Analyze how innovations in transportation influenced the growth of the United States.
- Determine how railroads, highways, and airplanes improved transportation across the United States.

Lesson 2: A New Home in America

- Develop ways people's lives changed when they moved to the United States.
- Sequence the important events that changed communities in the United States.

Lesson 3: New Ways to Communicate

- Create a timeline demonstrating the different forms of communication throughout history.
- Analyze how innovations in communication contributed to the growth of the United States.

Lesson 4: New Ideas

- Justify how new ideas and machines changed people's lives throughout history?.
- Draw conclusions about equal rights activists and their contributions in their contributions for gaining equal rights for all Americans.
- Evaluate the impact of Frederick Douglass, Harriet Tubman, and Martin Luther King Jr.'s actions on the fight for equal rights.

Suggested Activities & Best Practices

Chapter 6- A Growing Nation

- Rap About It
- Quest Project-Based Learning
- Jumpstart Activity

Lesson 1: News Ways to Travel

- Jumpstart Activity
- Interactivity
- Critical Thinking Skills

Lesson 2: A New Home in America

- Jumpstart Activity
- Interactivity
- Quest Connection

Lesson 3: New Ways to Communicate

- Jumpstart Activity
- Interactivity
- Literacy Skills

Lesson 4: New Ideas

- Jumpstart Activity
- Interactivity
- Quest Connection
- Primary Source

- Citizenship

Assessment Evidence - Checking for Understanding (CFU)

The following techniques will be implemented to check for understanding:

- Quizzes
- Unit tests
- Multimedia Reports

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments

- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

Ancillary Resources

- Nonfiction books (immigrants)
- BrainPop Educators (Transportation Background)
- Scholastic (Inventions That Changed the 21st-Century)

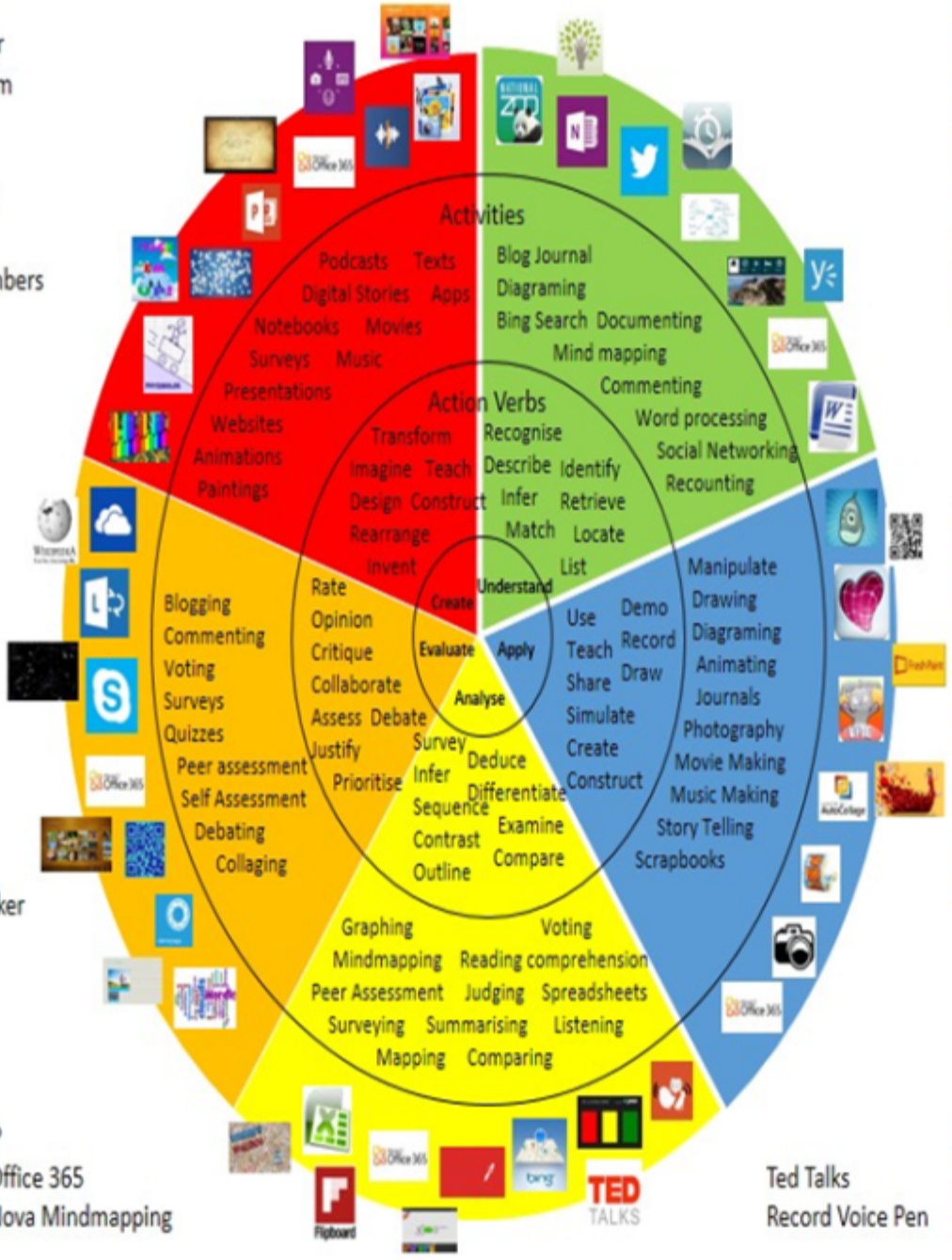
Technology Infusion

- IXL (Historical Figures)
- YouTube video (evolution of communication)
- BrainPop (Civil Rights)

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

Differentiation

The following differentiation strategies will be utilized:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

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

Special Education Learning (IEP's & 504's)

The following strategies will be employed for students with IEP's and 504's:

- Provide modifications as dictated in the student's IEP/504 plan.
- Check work frequently for understanding.
- Extended time on tests/quizzes

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

The following strategies will be employed for English Language Learners:

- Decreasing the amount of work presented or required.
- 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.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

The following strategies will be employed for At Risk Learners:

- Decreasing the amount of work presented or required.
- Teaching key aspects of a topic. Eliminate nonessential information.
- Tutoring by peers.

- 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 workpresented 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

Talented and Gifted Learning (T&G)

The following Talented and Gifted adaptations will be employed:

- Higher order, critical & creative thinking skills, and discovery.
- Flexible skill grouping within a class or across grade level for rigor.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

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: