# Unit 7: Celebrating Our Communities

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Third Grade Social Studies

# Unit 7: Celebrating Our Communities

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Ms. Natalie Minichini

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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## Unit Overview

Chapter 7 focuses on shared cultures. Students will learn how people from all over the world form communities to live, work, and play together. Students will 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. Students will learn how our nation's diversity helps us better understand the people who live in our communities and throughout the world.

(Reference myWorld Interactive, Chapter 7)

## Enduring Understandings

- 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

**Lesson 1: What Makes a Community?**

- How are communities the same and different?
- Why are communities formed?

- How do communities change over time?

**Lesson 2: Three Types of Communities**

- What are rural, suburban, and urban communities like?
- What do communities have to offer its residents?

**Lesson 3: People and Cultures**

- How is culture shaped by people and climate?
- How can climate and recreation in communities related?

**Lesson 4: Culture through the Arts**

- How do people share culture through the arts?
- How can different forms of arts express culture?

**Lesson 5: Cultural Celebrations**

- How do people share their culture through celebrations?
- How do people celebrate their culture in your community?

**Lesson 6: Our Nation's Diversity**

- How do people share and express their culture?
- What are the benefits of diversity?

## Exit Skills

**By the end of Chapter 7, students will be able to:**

- Acquire and accurately use domain specific words.
- Compare and contrast different cultures through the arts and celebrations.
- Identify the reasons for the growth of suburban communities.
- Determine the reason urban communities became more popular.
- List examples of traditions that are a part of America's cultural heritage.
- Justify ways people share their cultures with others.
- Identify the type of community they live in.
- Compare and contrast different types of communities.
- Acknowledge that climate affects recreation in different communities.

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| 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.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: What Makes a Community?**

- Compare and contrast different types of communities.
- Generate a list of reasons to explain why people form communities.
- Analyze how communities have changed over time.

**Lesson 2: Three Types of Communities**

- Distinguish between the characteristics of rural, urban, and suburban communities.
- Identify the unique characteristics communities have to offer residents.

**Lesson 3: People and Cultures**

- Determine how is culture shaped by people.
- Evaluate how culture is shaped by climate.
- Construct a response to determine how climate can affect recreation in communities.

**Lesson 4: Culture through the Arts**

- Analyze the cultural value and significance of characters, people, and events portrayed through the arts.
- Compare and contrast various forms of arts.
- Explain the importance of writers and cultural artists to the cultural heritage communities.

**Lesson 5: Cultural Celebrations**

- Analyze how holiday traditions are a part of culture.
- Justify reasons why people with the same culture enjoy ethnic celebrations.
- Create a concept map to show how people celebrate their culture.

**Lesson 6: Our Nation's Diversity**

- Analyze the significance of various ethnic and cultural contributions to the local community and other communities.
- Evaluate contributions from various ethnic groups to the United States.
- Justify the importance of Marian Anderson overcoming poverty and discrimination.

## Suggested Activities & Best Practices

**Chapter 7- Celebrating Our Communities**

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

**Lesson 1: What Makes a Community?**

- Jumpstart Activity
- Interactivity
- Literacy Skills

**Lesson 2: Three Types of Communities**

- Jumpstart Activity
- Interactivity
- Quest Connection

**Lesson 3: People and Cultures**

- Jumpstart Activity
- Interactivity
- Quest Connection

**Lesson 4: Culture Through the Arts**

- Jumpstart Activity
- Interactivity

**Lesson 5: Cultural Celebrations**

- Jumpstart Activity
- Interactivity
- Quest Connection
- Primary Source

**Lesson 6: Our Nation's Diversity**

- Jumpstart Activity
- Interactivity
- Critical Thinking Skills

- 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 (cultures)
- BrainPop Educators (Rural, Urban, and Suburban)
- Scholastic (Celebrating Differences)

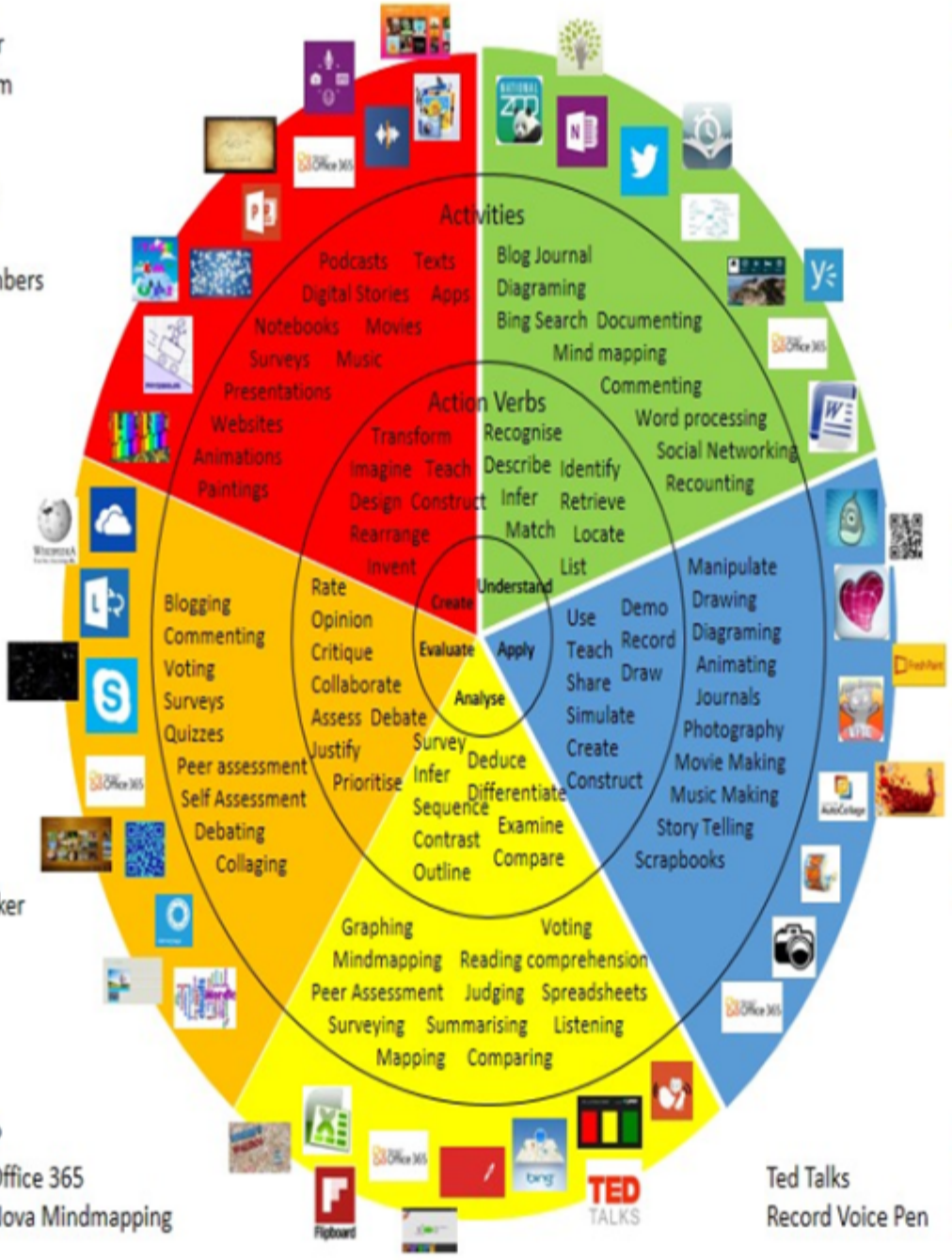
## Technology Infusion

- IXL (Cultural celebrations)
- National Geographics (Culture)
- BrainPop (Rural, Urban, Suburban)

# 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: