GR 3 Unit 2 History

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **Sept. - Oct.**
Status: **Published**

Unit Overview

Unit Title: Foundations of History

Essential Question: How do history and culture shape your community?

- Analyze why and how people immigrate to the United States.
- Compare benefits and drawbacks of immigrating to the United States.
- Draw conclusions from primary and secondary sources.
- Identify specific examples of cultural diversity.
- Identify cultural contributions of diverse groups to our communities.
- Identify how six individuals solved problems to improve the lives of people in their own communities and in communities around the country.
- Explain why all individuals share a responsibility for making their community a better place to live.
- Research and describe the contributions of someone who has improved life in the local community.
- Identify the locations of continents and countries around the world.
- Analyze cultural artifacts to identify what they reveal about ways of life.
- Compare and contrast various ways of life.

Standards

6.1	U.S. History: America in the World
	Civics, Government, and Human Rights: Civics and Political Institutions
	Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
	A major role of citizens in a representative democracy is to make responsible decisions about who should govern.
	Civics, Government, and Human Rights: Democratic Principles
6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
	Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.
6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
	Civics, Government, and Human Rights: Human and Civil Rights
	It is the responsibility of individuals and institutions at the state, national, and

	international levels to promote human rights.
6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
	Individuals have the right to be safe and not to be bullied or discriminated against.
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
	Civics, Government, and Human Rights: Civic Mindedness
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
	Patterns of settlement differ markedly from region to region, place to place, and time to time.
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
	The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
	Geography, People, and the Environment: Spatial Views of the World
	Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

Materials/Activities/Resources

Core materials: Social Studies Alive! Our Community and Beyond: https://www.review.teachtci.com/our-community-and-beyond-scope-and-sequence/full-view.html?p=1

Social Studies Alive! Our Community and Beyond Primary Source Library: https://subscriptions.teachtci.com/shared/programs/424/reference_materials?selected_unit_id=382&tag=Primary+Source+Library

Supplemental Resources:

Newsela Social Studies Compendium: https://newsela.com/signin

https://newsela.com/read/lib-photo-essay-ellis-island/id/54012/ (Portraits of Immigrants at Ellis Island)

Flocabulary: www.Flocabulary.com

Amistad curriculum units are offered here: http://www.njamistadcurriculum.net/history/units

Ellis Island Tour: https://www.nps.gov/hdp/exhibits/ellis/ellis_index.html

NJ Mandated Curriculum Crosswalk Teacher Resource

Technology

Full list on district teacher page

Map resources:

https://mapmaker.nationalgeographic.org/

https://earth.google.com/web/

Assessment

Formative Assessment

- Teacher Observation
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Lesson Tests

- Unit Tests
- RSTs
- Essays

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Leveled texts in NewsELA

- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Leveled texts in NewsELA
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- Leveled texts in NewsELA

Interdisciplinary Connections

ELA Connections:

- Identify main ideas in text. (reading)
- Describe and illustrate an idea. (writing)
- Identify specific examples of general categories. (reading)
- Organize information in chart form. (writing)
- Prepare and deliver an oral presentation about cultural contributions. (speaking)
- Make a brief oral presentation to the class. (speaking)
- Synthesize information from text and research to design a monument honoring a person's contribution to his or her community. (reading)
- Connect images to text to better understand a concept. (reading)
- Speak clearly and provide details during a class presentation. (speaking)

Holocaust/Genocide

Section 5. Life for Immigrants in the United States

AAPI

Section 6. Our Community Expresses Itself

Amistad

Introduction passage

Section 1. America Before 1800

Nj Mandated Curriculum: Galloway Teacher Resource Crosswalk

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.