

Z Amis.P.Cert.Gr. 3 Unit 4: American Culture

Content Area: **English**
Course(s):
Time Period: **March**
Length: **6-8 Weeks**
Status: **Obsolete**

Unit Overview

Students will study American Culture and diversity and develop reading and comprehension skills with targeted instruction.

Enduring Understandings

America is made up of diverse populations and cultures.

We can explore this through reading about the differences and similarities.

Developing reading skills helps us to learn and discover the world.

Essential Questions

How have people past and present impacted the world we live in today?

Integration of Career Readiness, Life Literacies and Key Skills

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| TECH.9.4.5.CI.3 | Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |
| TECH.9.4.5.CT.2 | Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). |
| TECH.9.4.5.CT.4 | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). |
| TECH.9.4.5.GCA.1 | Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). |
| TECH.9.4.5.IML.6 | Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). |
| TECH.K-12.P.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| TECH.K-12.P.6 | Model integrity, ethical leadership and effective management. |
| TECH.K-12.P.9 | Work productively in teams while using cultural/global competence. |

Instructional Strategies & Learning Activities

RL 3.1-3.3, 3.5-3.9

RI 3.1-3.7

SL 3.1-3.6

Unit 4 Theme: American Culture

Focus skills:

- *Develop questions to ask and answer about a given text
- *Cite text to answer questions
- *Recount stories to determine the moral or lesson
- *Identify character traits, feelings and motivations
- *Determine how a character's action effects the events in the story
- *Distinguish a separate point of view from that of the narrator/characters
- *Use illustrations to
- *Determine the main idea and supporting details
- *Determine the sequence of events and those event's causes/effects
- *Determine meaning of grade level/domain specific words.
- * Use nonfiction text features to locate information
- *Come to a discussion prepared, ready to follow rules, able to ask and answer questions and explain own ideas.
- *Report on a topic, demonstrating fluid reading
- *Create an audio recording of a story
- *Speak in complete sentences and appropriate English when reporting

Informational text suggestions:

Assorted biographies

Information text on Monarch Butterflies

Literature Text suggestions:

“Who Was” series

Assorted Monarch Migration books

Cross Curricular Topics:

American Culture, Diversity

Human Rights learn more about a

text

*Compare and Contrast themes, setting and plots of stories

Guided Reading:

RL 3.1-3.3, 3.5-3.9

RI 3.1-3.7

RF 3.4

SL 3.1-3.3

Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.

Done on a daily basis:

-Meet with 2-3 groups

- Independent Reading

- Teaching Strategies (See standards)

Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level

Word Study:

Unit 4: Phonics and Word Recognition

Focus Skills:

- * Know and apply grade-level phonics and word analysis skills in decoding words.
- * Identify and know the meaning of the most common prefixes and derivational suffixes.
- * Decode words with common Latin suffixes.

Focus Language skills:

- *Form and use regular and irregular plural nouns.
- *Form and use regular and irregular verbs.
- *Use knowledge of language when writing and speaking
- * Use sentence level context as a clue to determine the meaning of a word
- *Use a dictionary or glossary to clarify
the meaning of a word.
- *Use knowledge of language when writing and speaking
- *Acquire and accurately use grade-appropriate words and phrases

Technology and Design Integration

Students will interact with the SmartBoards, Chromebooks, and Document Camera.

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| TECH.8.1.5 | 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.8.1.5.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.5.A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. |
| TECH.8.1.5.A.CS1 | Understand and use technology systems |
| TECH.8.1.5.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |

Interdisciplinary Connections

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| SOC.6.1.4.D.2 | Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. |
| SOC.6.1.4.D.3 | Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today. |
| SOC.6.1.4.D.CS1 | Immigrants come to New Jersey and the United States for various reasons and have a |

major impact on the state and the nation.

Differentiation

Based on individual need, teachers will offer additional support through conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

Modifications & Accommodations

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Aimsweb

DRA

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher conference

Discussion

Homework

Teacher made assignments

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Performance Assessments

Writing Rubrics

Reading & Writing Checklists

Word Study Quizzes

Reading On-Demands

Instructional Materials

See embedded listings above

Bookroom

Hyperlinks

Internet

Media Center

<http://commoncore.org/maps/index.php/>

Standards

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| 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.3.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. |
| LA.RL.3.3 | Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. |
| LA.RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| LA.RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. |
| LA.RL.3.7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| LA.RL.3.8 | (Not applicable to literature) |
| 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.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.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- LA.RI.3.6 Distinguish their own point of view from that of the author of a text.
- 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.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
- 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.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LA.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- LA.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- LA.SL.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- LA.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.