Dec. Unit 1 and 2 Social Studies Alive.

Content Area: **Social Studies**
Course(s): **Language Arts, Art**
Time Period: **December**
Length: **8 weeks**
Status: **Published**

Unit overview

History

Explore cultural diversity by looking at the contributions of different cultures in the categories of foods, languages, holidays, traditions, and the arts.

Overview: Create a brochure about the geography of your community. Play a matching game to find out how people in different communities adapt to geography

Create a three-dimensional model of Earth. Then use it to answer a series of geography questions.

Teaching Strategy: Social Studies Skill Builder

Enduring Understandings

We are part of a global world that includes many different countries and cultures.

Essential Questions

Where in the world is our community?

Where in the United States is our community?

How do history and culture shape your community?

What different groups of people make up our culture?

How do people become part of our country?

How do people improve their communities?

How are people around the world alike and different?

Instructional Strategies and Learning Activities

Follow the lessons below in the TCI Social Studies Alive!

Overview: Unit 1 Social Studies Alive: Lesson 1: Understanding the geography of the world.

Unit 2: Lesson 6: Diversity in the United States:What different groups of people make up our culture?

Lesson 8: Cultures Around the World: How are people around the world alike and different?

Once these lessons are completed students will complete an indepth study of holidays and cultures around the world following the Holidays around the World curriculum

Create a brochure about the geography of your community.

Identify oceans and continents of the work.

Review map skills labeling hemispheres, Prime Meridian and Equator

Compare and contrast communities and cultures around the world.

"Travel" to two countries around the world through Google Earth and identify cultures and traditions.

Interview family members and identify cultural backgrounds of students families and the traditions they still celebrate.

Culminating activity: Holidays Around the World feast where students and parents prepare and share traditional foods and explain other traditions that are celebrated in their families.

Career Readiness, Life Literacies and Key Skills

	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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).
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
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).
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

Technology and Design Integration

8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish

	tasks.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.

Interdisciplinary Connections

LA.RI.3	Reading Informational Text
	Key Ideas and Details
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.
	Integration of Knowledge and Ideas
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.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
LA.RI.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.

- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS 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:

Quiz game questions

TCI Packet guided exploration

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:

Class discussion

Teacher observation

Project supervision

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:

As listed above

Instructional Materials

Social Studies Alive! Our Community and Beyond TCI 3rd grade text.

DVDs about different countries and cultures.

Holidays Around the World Unit

Standards

MG updated 7/25/22

6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
	Individuals from different cultures may have different points of view and experiences.

9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
9.4.2.TL.2	Create a document using a word processing application.
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.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.
	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.
	Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.