

Unit 2: TCI Unit 2 History

Content Area: **Social Studies**
Course(s): **Social Studies 3**
Time Period: **December**
Length: **27 Days**
Status: **Published**

Unit 2 Overview

Unit 2--TCI Unit 2 History

(Length of Time: First half of 2nd Trimester)

This unit includes:

- Lesson 5: Settling in the United States
- Lesson 6: Diversity in the United States
- Lesson 7: Making Communities Better
- Lesson 8: Cultures Around the World

Priority Standards

- **Standard: 6.1.5.HistoryUP - History, Culture, and Perspectives: Understanding Perspectives.**
 - (Standard 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.
 - (Standard 6.1.5.HistoryUP.5): Compare and contrast historians' interpretations of important historical ideas, resources and events.
 - (Standard 6.1.5.HistoryUP.7): Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **Standard: 6.1.5.CivicsCM - Civics, Government and Human Rights: Civic Mindedness**
 - (Standard 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.
 - (Standard 6.1.5.CivicsCM.2): Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

SOC.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.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.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.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Learning Targets

Students will be able to:

- I can compare different cultures to cultures in America.
- I can define what culture is and look for examples of culture in an image.
- I can describe three opportunities and three challenges of immigration.
- I can explain how Rosa Parks helped improve her community.
- I can explain how the environment affects different cultures in other countries.
- I can explain how the environment affects the way we live.
- I can explain how to be a good citizen.
- I can explore cultural diversity by looking at the contributions of different cultures in the categories of foods, languages, holidays, traditions, and the arts
- I can identify groups of people who came to America before the 1800s and explain why they came.
- I can investigate immigration in the United States by carefully analyzing visual and written primary sources from various time periods.
- I can research and explain at least two ways important Americans helped make their community a better place.

Essential Questions

- How does being a good citizen impact others?
- How does the environment impact the way we live?
- What is cultural diversity and why is it important?
- Who are the groups of people who settled in the US?

Materials and Resources

www.kidzone.ws/geography/usa/

History Lessons

Read Alouds

TCI Alive Website

Assessments

Maps

BrainPop

Flocabulary

Online Videos & Games

Learning Goals

TCI Lesson	Content Focus	CCSS Priority Standard	Learning Goal
2	Lesson 5: Settling in the United States	Standard: 6.1.5.HistoryUP - History, Culture, and Perspectives: Understanding Perspectives.	Students will be able to: -Investigate immigration States by carefully analyzing written primary source time periods.
2	Lesson 6: Diversity in		Students will be able to

	the United States	Standard: 6.1.5.HistoryUP - History, Culture, and Perspectives: Understanding Perspectives.	-Explore cultural dive the contributions of c the categories of foo holidays, traditions, a game to brainstorm c in your community.
2	Lesson 7: Diversity in the United States	Standard: 6.1.5.CivicsCM - Civics, Government and Human Rights: Civic Mindedness	Students will be at -Create human monu contributions of six ir actions made a differ people in their own c around the country.
2	Lesson 8 - Cultures Around the World	Standard: 6.1.5.GeoPP -	Students will be at

		Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	~With a partner, travel to meet students like different cultures. They have learned with the
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Learning Plan and Pacing Guide

Trimester 2 ~ TCI Social Studies Unit 2 (History)

Time Frame	Lesson	Standard(s)	Target
TCI Social Studies Unit 2 ~ History Lesson 5	Lesson 5 - Settling in the United States Section 1: America Before 1800 (Student Journal pg. 101-102)	Standard: 6.1.5.HistoryUP - History, Culture, and Perspectives: Understanding Perspectives.	Target: I can identify groups of people who came to America before the 1800s and explain why they came.

(8 days)			
	<p>Lesson 5 - Settling in the United States</p> <p>Section 2 - Section 6 (Student Journal pg. 106-117)</p> <p>(5 Days)</p>	<p>Standard: 6.1.5.HistoryUP - History, Culture, and Perspectives: Understanding Perspectives.</p>	<p>Target: I can investigate immigration in the United States by carefully analyzing visual and written primary sources from various time periods.</p>
	<p>Lesson 5 - Settling in the United States</p> <p>Section: Summary (Student Journal pg. 118)</p>	<p>Standard: 6.1.5.HistoryUP - History, Culture, and Perspectives: Understanding Perspectives.</p>	<p>Target: I can describe three opportunities and three challenges of immigration.</p>
	<p>Lesson 5 - Settling in the United States</p> <p>Section Assessment/ Project</p>	<p>Standard: 6.1.5.HistoryUP - History, Culture, and Perspectives: Understanding Perspectives.</p>	
TCI Social Studies			
Unit 2 ~ History	<p>Lesson 6 - Diversity in the United States</p> <p>Introduction (Student Journal pg. 120-122)</p>	<p>Standard: 6.1.5.HistoryUP - History, Culture, and Perspectives: Understanding Perspectives.</p>	<p>Target: I can define what culture is and look for examples of culture in an image.</p>
Lesson 6			
(5 days)			

	<p>Lesson 6 - Diversity in the United States</p> <p>Section 1 - Section 6 (Student Journal pg. 123-137)</p> <p>(3 Days: 2 Sections a Day)</p>	<p>Standard: 6.1.5.HistoryUP - History, Culture, and Perspectives: Understanding Perspectives.</p>	<p>Target: I can explore cultural diversity by looking at the contributions of different cultures in the categories of foods, languages, holidays, traditions, and the arts</p>
	<p>Lesson 6 - Diversity in the United States</p> <p>Section Assessment/ Project</p>	<p>Standard: 6.1.5.HistoryUP - History, Culture, and Perspectives: Understanding Perspectives.</p>	
TCI Social Studies	<p>Lesson 7 - Making Communities Better</p> <p>Section 1: Good Citizens Help Their Community (Student Journal pg. 143-144)</p> <p>(9 days)</p>	<p>Standard: 6.1.5.CivicsCM - Civics, Government and Human Rights: Civic Mindedness</p>	<p>Target: I can explain how to be a good citizen.</p>
Unit 2 ~ History			
Lesson 7			
	<p>Lesson 7 - Making Communities Better</p> <p>Section 1: Good Citizens Help Their Community (Student Journal pg. 145-146) *Additional Rosa Parks books</p>	<p>Standard: 6.1.5.CivicsCM - Civics, Government and Human Rights: Civic Mindedness</p>	<p>Target: I can explain how Rosa Parks helped improve her community.</p>
	<p>Lesson 7 - Making Communities Better</p> <p>Section 2 - Section 7 (Student Journal pg. 148-</p>	<p>Standard: 6.1.5.CivicsCM - Civics, Government and Human Rights: Civic Mindedness</p>	<p>Target: I can research and explain at least two ways important Americans helped make their community a better place.</p>

	161)		
	(6 Days)		
	Lesson 7 - Making Communities Better	Standard: 6.1.5.CivicsCM - Civics, Government and Human Rights: Civic Mindedness	
	Section Assessment/Project		
TCI Social Studies	Lesson 8 - Cultures Around the World	Standard: 6.1.5.GeoPP - Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	Target: I can explain how the environment affects the way we live.
Unit 2 ~ History	Section 1: Cultures in Different Countries (Student Journal pg. 171-174)		
Lesson 8			
(5 days)			
	Lesson 8 - Cultures Around the World	Standard: 6.1.5.GeoPP - Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	Target: I can explain how the environment affects different cultures in other countries.
	Section 2 - Section 7 (Student Journal pg. 176-193)		I can compare different cultures to cultures in America.
	(3 Days)		
	Lesson 8 - Cultures Around the World	Standard: 6.1.5.GeoPP - Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	
	Section Assessment/Project		

Unit Assessments (Required)

- Lesson 5 - Settling in the United States Section Assessment/Project
- Lesson 6 - Diversity in the United States Section Assessment/Project
- Lesson 7 - Making Communities Better Section Assessment/Project
- Lesson 8 - Cultures Around the World Section Assessment/Project

21st Century Life and Career Ready Practices

WRK.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.
CAEP.9.2.4.A	Career Awareness
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Cross Curricular Connections

Language Arts & Reading:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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

Information and Media Literacy

Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

Global and Cultural Awareness

Culture and geography can shape an individual's experiences and perspectives.

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).

Engineering Design

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task

Interaction of Technology and Humans

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.2.CI

Creativity and Innovation

TECH.9.4.2.CT.3

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.TL.3	Enter information into a spreadsheet and sort the information.
TECH.9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.
TECH.9.4.2.TL.5	Describe the difference between real and virtual experiences.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
TECH.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).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
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.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Accommodations and Modifications for Interventions, Special Education, ELL

- Allow oral responses
- Audio Supports through Internet
- Chunk larger assignments into more manageable parts
- Extend pacing of lessons
- Follow all IEP & 504 modifications
- Incorporate centers that focus on skills that students are struggling with
- Project based learning
- Provide ELL students with multiple literacy strategies
- Provide opportunities for students to share their ideas and encourage work among various backgrounds and cultures
- Provide students with multiple choices for how they can represent their understanding (e.g. visuals/auditory; pictures/illustrations; graphs/chart, multimedia; etc)
- Provide word bank for vocabulary assessment
- Use interactive work text if available

- Use of Leveled Readers
- Utilize visual aids (Ex. Graphic organizers, pictures, timelines, etc)

Modification for Enrichment (G & T)

- Collaborate with after school programs or clubs to extend learning opportunities
- Creative writing on topic
- Peer Modeling
- Project based learning within the unit to enrich
- Using A.I. platforms such as ChatGPT or Magic School to create work boards
- Using platforms such as Canva to create a digital design for assignments