Unit 3 - Culture, Immigration

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 3**
Length: **alternates with Science**
Status: **Published**

NCS 3rd grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Culture/Immigration

Analyze why and how people immigrate to the United States

Compare benefits and drawbacks of immigrating to the United States

Read a map

Evaluate benefits and costs, including opportunity costs, as a way of making an important decision

Distinguish between primary and secondary sources

Enduring Understanding

Describe the process by which immigrants become United States citizens 6.1.4.A.13

Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges 6.1.4.A.15

Describe how human interaction impacts the environment in New Jersey and the United States 6.1.4.B.5

Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe challenges they encountered 6.1.4.D.2

Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today 6.1.4.D.3

Relate key historical documents (i.e. Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights) to present day government and citizenship 6.1.4.D.5

Determine how local and state communities have changed over time, and explain reasons for changes 6.1.4.D.11

Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices 6.1.4.D.15

Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present 6.1.4.D.16

Explain the role of historical symbols, monuments and holidays and how they affect the American identity 6.1.4.D.17

Explain that even within a culture, diversity may be affected by race, religion or class 6.1.4.D.18

Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives 6.1.4.D.19

Explain why it is important to understand diverse peoples, ideas and cultures 6.1.4.D.20

Identify actions that are unfair or discriminatory (such as bullying) and propose solutions to address such actions 6.3.4.D.1

Essential Questions

How did America grow into the country it is today?
How did people become a part of our country?
Why did some people choose to move to America?
How did some Americans serve and shape our country?
What are various blocks of time?
What makes our community diverse?
How are people around the world alike/different?

Skills

Explain why it is important to understand diverse peoples, ideas and cultures

Explain that even within a culture, diversity may be affected by race, religion or class

Identify aspects of culture and heritage presented in literature, art, music, sport or the media

Examine common and diverse traits of other cultures and compare to own culture

Use technology to learn about students and their families in other countries through classroom links, email and Internet research

Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition,

literature, songs and celebrations

Discuss the reasons why various groups, voluntary and involuntary, immigrated to American and New Jersey and describe the problems they encountered

Learning Targets include limited to:

How to describe the process by which immigrants become United States citizens. Immigrants can become and obtain the rights of American citizens

Summarize reasons why various groups, voluntary and involuntary, immigrated to New Jersey and America, and describe the challenges they encountered. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation

How to explain how an individual's beliefs, values and traditions may reflect more than one culture. The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns

How to describe why it is important to understand the perspectives of other cultures in an interconnected world. People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures and their individual points of view

Summarize how key historical events, documents and individuals led to the development of our nation

Describe how personal, family and community history is a source of information for individuals about the people and places around them

Describe how cultures struggle to maintain traditions in a changing society

Describe how prejudice and discrimination can be obstacles to understanding other cultures

Describe historical symbols and the ideas and events they represent play a role in understanding and evaluating our history

Describe how the cultures with which an individual or group identifies and evolve in response to interactions with other groups and/or in response to needs or concerns

Describe how people view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures and their points of view

Develop strategies to reach consensus and resolve conflict. Demonstrate understanding of the need for fairness and take appropriate action against unfairness

Performance Tasks include but not limited to:

Describe and illustrate an idea

Conduct an interview

Write a biographical sketch based on an interview

In a group, play an immigration game exploring reasons people immigrate and challenges they faced

Explore cultural diversity by looking at different cultures in the categories of food, language, holidays and traditions

Standards

Include but not limited to:

SOC.6.1.4.A.13	Describe the process by which immigrants become United States citizens.
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.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
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.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
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.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Assessments

Pre-Assessment:

Pretests

KWL Charts

Discussions

Surveys, Questionnaires

Questioning

Predictions

Self-evaluation

Ongoing:

Performance Tasks

Questioning & Discussion

Teacher Observation

Student Participation

Quizzes & Tests

Use of charts, tables, graphs & maps

Projects

Presentations

Completing blank maps

Homework

Practice Workbook

Resources/Instructional Materials

Our Community and Beyond text & workbook

art materials

television

computers

Internet sites

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction

- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.