

# Washington Township Public Schools

## **COURSE OF STUDY – CURRICULUM GUIDE**

Course: Social Studies Third Grade

Written By: Julia McGuckin and Sherri Panichelli

Under the Direction  
of: Christine Gehringer, Supervisor of Elementary Education

**Description:** The purpose of Social Studies education is to provide students with the knowledge, skills, and attitudes they need to be active, informed, self-directed, responsible citizens, and contributing members of their communities, state, nation, and world. Effective social studies education promotes the understanding of global relation and makes connections from the past, to the present, and into the future. It is our belief that social studies teaching and learning become powerful when they are meaningful, integrative, values-based, challenging, and active.

**Joseph A. Vandenberg:** *Assistant Superintendent for Curriculum & Instruction*  
**Barbara E. Marciano:** *Director of Elementary Education*  
**Jack McGee:** *Director of Secondary Education*

**Written:** September 2011

**Revised:** AUGUST 2015

**BOE Approval:** \_\_\_\_\_

## **Social Studies Education in the 21st Century**

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

***Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.***

**Vision:** An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

**Social Studies Third Grade Pacing Guide**  
**Social Studies will be taught during the 1<sup>st</sup> and 3<sup>rd</sup> Marking Periods**

**Unit: 1 - Regions of the US and New Jersey /The American Identity**

**First Marking Period**

- **1<sup>st</sup> marking period** focuses on the regions of New Jersey, the regions of the United States, and cultural identification, i.e.- U.S. monuments, U.S. symbols, and the Lenni Lenape .
- 3<sup>rd</sup> graders will use 4<sup>th</sup> grade social studies book- 1<sup>st</sup> two weeks of school in order to familiarize themselves with the regions of NJ
- Students will complete a packet of information on the regions through teacher instruction
- Benchmark Assessment 1 – students complete a travel brochure on one of the United States regions. This information will be gathered and taken from the Regions of the United States Planning Packet.

Week 1	World Map Overview and Introduce NJ Regions and the cultural influences of the Lenape Indians on NJ. (Chapters 2 & 3 in Foresman text)
Week 2	Continue discussing NJ Regions & cultural influences of each region. (Chapters 2 & 3 in Foresman text)
Week 3	Introduce the first US region and complete the packet. Continue to discuss cultural influences of each region.
Week 4	Introduce the second US region and complete packet. Continue to discuss cultural influences of each region.
Week 5	Introduce the third US region and complete packet. Continue to discuss cultural influences of each region.
Week 6	Introduce the fourth US region and complete packet. Continue to discuss cultural influences of each region.
Week 7	Introduce the fifth US region and complete packet. Continue to discuss cultural influences of each region.
Week 8	Students will begin their US region travel brochure.
Week 9	Students will continue/present their US travel brochure (Benchmark 1).

**Unit: 1 (MP 1) - Regions of the US and New Jersey/The American Identity (continued)**

Each third grade teacher will be starting with a different US region. Each week the class set of *National Geographic Reading Expeditions* (books) will be rotated.

**Materials:**

- Scott Foresman “New Jersey” text (from the 4<sup>th</sup> grade text)
  - Fourth Grade will need their text books back after our first two weeks of NJ Regions.
- *National Geographic Reading Expeditions*: Explore the Northeast, Southeast, Midwest, Southwest and West.
  - Teacher’s Guide
  - Learning Masters
  - Transparency Set
  - Regions Audiolesson CDRegion packets will be coming from the National Geographic Learning Masters book or the teacher created packet in the curriculum guide.
- *National Geographic*, “When Cultures Meet”
- Currently there are videos in all school libraries for each region.
- We will use Celebrate Freedom books, as well as, Safari Montage.

## Unit 2: Immigration/Cultural Influences and Prejudices/Tolerance

### Third Marking Period

- **3<sup>rd</sup> marking period** focuses on immigration, cultural influences on the United States, and prejudice and intolerance world-wide.
- In the nine weeks of this unit, please plan to teach these major concepts: Black History, Prejudice, Tolerance, and Immigration.
- Unit 2 of Social Studies in grade 3 coincides with the historical fiction genre unit.
- Integrate state mandated Holocaust instruction
- Integrate Black History Month activities to meet Prejudice and Tolerance standards via Safari Montage, read alouds, and teacher created materials.
- Benchmark Assessment 2 (Week 9)

#### Materials:

- *National Geographic*, “When Cultures Meet”
- *National Geographic* Theme Sets: Irish, Chinese, Mexican, and German/Jewish Immigration
- Historical Fiction genre books
- Reader’s Theater - Coming To America
- Communities Around the World text book (Chapter 4, Lesson 2)
- Video – *Moving To America*
- Video- *Our Friend Martin*
- Literature
  - Coming to America
  - If Your Name Was Changed at Ellis Island

**Materials Distribution: Materials are shared at this grade level. Adhere to the following guidelines.**

All third grade teachers will receive their own copy of the following *National Geographic* materials:

- Teacher's Guide
- Learning Masters
- Transparency Set
- Regions Audio-lesson CD
- Class set of ONE US region that they will be responsible for coding and storing. These will be rotated among all grade level teachers.
- One copy of "When Cultures Meet" to be read aloud during either unit.
- One copy of National Geographic Immigration Theme Sets (Mexican, Irish, Chinese, and German-Jewish) to use as a read aloud.

All third grade teachers will receive copies of the *Teacher Created Materials Reader's Theater* entitled Coming to America.

Each school will receive one copy of the *National Geographic* Teacher's Guide with assessment options for "Immigration to the United States."

The *National Geographic* US Regions Expeditions will be distributed by your grade level representatives.

- Explore the Northeast
- Explore the Southeast
- Explore the Midwest
- Explore the Southwest
- Explore the West

# **MAJOR UNITS OF STUDY**

**Course Title:** Social Studies Third Grade

---

**I. Regions of the United States and New Jersey and The American Identity**

**II. Immigration/Cultural Influences and Prejudices/Tolerance**

**III. Holocaust – Refer to Appendix**

# UNIT OVERVIEW

Course Title: Social Studies Third Grade

Unit #: UNIT 1 OVERVIEW

Unit Title: Regions of the United States and New Jersey and The American Identity

**Unit Description and Objectives:**

Unit one, Regions of the United States and New Jersey, and the American Identity, focuses on the regions of New Jersey, the five regions of the United States, and cultural identification, i.e. - U.S. monuments, U.S. symbols, and the Lenni Lenape . Benchmark Assessment 1 – students complete a travel brochure on one of the United States regions. This information will be gathered and taken from the Regions of the United States Planning Packet. Students will be able to answer questions and synthesize information pertaining to the essential questions and enduring understandings listed below.

**Essential Questions and Enduring Understandings:**

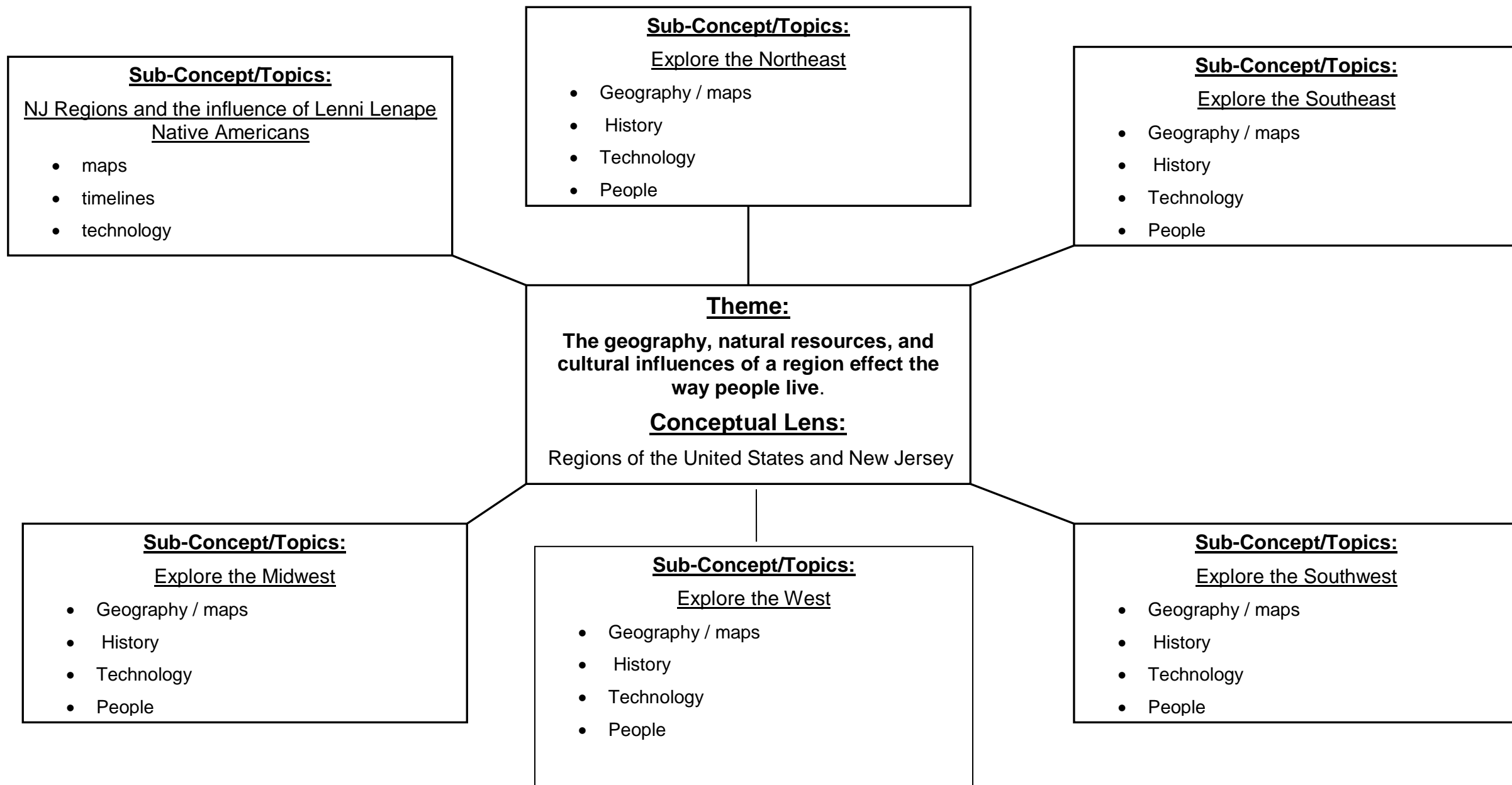
<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u> Students will understand that:</b>	<b>Guiding Questions</b>
1. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?	Places are jointly characterized by their physical and human properties.	<ul style="list-style-type: none"> <li>• What is a landform?</li> <li>• How do the climate and weather differ in New Jersey from other regions in the United States?</li> <li>• What is a resource?</li> <li>• How have resources impacted where and how people live?</li> <li>• What are the regions of New Jersey?</li> <li>• What are the climate and weather characteristics of the United States?</li> </ul>
	The physical environment can both accommodate and be	<ul style="list-style-type: none"> <li>• What is pollution?</li> </ul>



	endangered by human activities.	<ul style="list-style-type: none"> <li>• How do people pollute the environment?</li> <li>• How do humans change the surface of the earth?</li> <li>• What positive / negative impact do humans have on our earth?</li> </ul>
	Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	<ul style="list-style-type: none"> <li>• What is culture?</li> <li>• What is economics?</li> <li>• What is regionalism?</li> <li>• What are the regions of the United States?</li> <li>• What characteristics define each region of the United States?</li> <li>• Why are states grouped together as regions?</li> </ul>
	Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> <li>• What is location?</li> <li>• What is the importance of waterways?</li> <li>• What is the importance of natural resources?</li> <li>• Why are some areas in the United States more suited for settlement?</li> <li>• What is a natural resource?</li> <li>• What are imports and exports?</li> <li>• What are goods and services?</li> <li>• What are needs and wants?</li> </ul>
	Advancement in science and technology can have unintended consequences that impact individuals and/or societies.	<ul style="list-style-type: none"> <li>• What are environmental concerns?</li> <li>• What are the environmental concerns and how can they be addressed?</li> </ul>
	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	<ul style="list-style-type: none"> <li>• What are the continents and oceans?</li> <li>• What are the states and capitols of the United States?</li> <li>• What are the major cities in New Jersey?</li> <li>• What are cultural differences?</li> </ul>
	Geography, People and the environment	<ul style="list-style-type: none"> <li>• What type of advocacy project could be implemented to inform others about environmental issues at the local or state level?</li> <li>• How would solutions be proposed?</li> </ul>
1. How do our interpretations of past events inform our	Personal, family, and community history is a source of	<ul style="list-style-type: none"> <li>• What are Native American groups?</li> </ul>

<p>understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</p> <p>2. How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p>	<p>information for individuals about the people and places around them.</p>	<ul style="list-style-type: none"> <li>• What influences did NA groups have?</li> <li>• Who are the Lenni Lenape?</li> <li>• What are the regions of NJ?</li> <li>• What is a community?</li> <li>• What changes have occurred in those communities?</li> </ul>
	<p>The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</p>	<ul style="list-style-type: none"> <li>• What is folklore?</li> <li>• How is a historical character and a fictional character different?</li> <li>• How are local lore and national lore different?</li> <li>• What is American Heritage?</li> </ul>
	<p>Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p>	<ul style="list-style-type: none"> <li>• What is culture?</li> <li>• What are common values, traditions and beliefs?</li> <li>• What are differences in behaviors?</li> </ul>
	<p>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</p>	<ul style="list-style-type: none"> <li>• What is the <i>American Identity</i>?</li> <li>• How has our identity changed over time?</li> </ul>
	<p>Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p>	<ul style="list-style-type: none"> <li>• What are historical symbols, monuments, and holidays?</li> <li>• What are the historical symbols, monuments, and holidays that have an impact on the United States?.</li> <li>• How do they contribute to the <i>American Identity</i>?</li> </ul>

# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies/ Grade 3  
 Unit 1/ Regions of the United States and New Jersey  
 and The American Identity  
 Unit Number/Title: \_\_\_\_\_  
 Conceptual Lens: Regions of the United States and New Jersey  
 Appropriate Time Allocation(# of days): 36 days

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>							
3-RL-1	3-RI-1,2,3	3-RI-10	3-W-2	3-W-6	3-W-10	3-SL-3	
3-RL-4	3-RI-4,5	3-L-1,2	3-RF-3	3-W-4	3-W-7	3-SL-1	3-SL-4
3-RL-7	3-RI-7		3-RF-4	3-W-5	3-W-8	3-SL-2	3-SL-6

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> Integration (Specify)	<u>NJCCCS w/</u> CPI Reference	<u>Evaluation/ Assessment:</u>
NJ Regions and the influence of Leni Lenape Native Americans (2 weeks, about 8 days)  Explore the Northeast (1 week, about 4 days)  Explore the Southeast (1 week, about 4 days)  Explore the Southwest (1 week, about 4 days)  Explore the West (1 week, about 4 days)  Explore the Midwest (1 week, about 4 days)	Places are jointly characterized by their physical and human properties.	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.	Activity Sheets <i>(Contained in the U.S. Regions Learning Masters.)</i>  Scott Foresman, New Jersey textbook Unit 1, Chapter 2, pages 28-48 and Unit 2, Chapter 3 pages 62-80 (to be used during the first two weeks of Unit 1)	National Geographic Reading Expeditions  Scott Foresman, <i>New Jersey</i> textbook  Scott Foresman, <i>New Jersey</i> Assessment Book  <a href="http://www.nps.gov/">www.nps.gov/</a>  <a href="http://cityofchicago.org">http://cityofchicago.org</a>	Document Camera  Educational Videos  Educational Websites  Critical Thinking  Problem solving  Creativity  Collaboration  Communication  Cross-Cultural Understanding	6.1.4.B.4	<b>Formative Assessments:</b> <b>Benchmark #1 – Travel Brochure</b>  <b>Summative Assessment(s)</b> Up to teacher’s discretion, could include: regions packets, pre and post assessments, graphic organizers, vocabulary masters, comprehension masters, etc. found within the National Geographic Learning Masters.
	The physical environment can both accommodate and be endangered by human activities.	Describe how human interaction impacts the environment in New Jersey and the United States.		Scott Foresman, New Jersey textbook.		6.1.4.B.5	
	Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of	National Geographic Reading Expeditions- US Regions- As a whole class explore the big idea found on the inside cover. Then, up to the teacher’s discretion read each US region	National Geographic Reading Expeditions  U.S. Regions audiolesson  <a href="http://www.nps.gov/">www.nps.gov/</a>		6.1.4.B.6	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
		regionalism.	book as small group or whole class reading. Throughout readings, focus on vocabulary/key concept words  National Geographic US Regions Learning Masters- complete activity pages for each region and to gather information for brochure. (To be used for Unit 1 during weeks 3-9)	View safari montage or regions videos found in your school's library.			
	Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	Explain why some locations in New Jersey and the United States are more suited for settlement than others.	Watch Safari Montage Videos throughout the unit: The Northeast, The Southwest, The Southeast, The West, and the Midwest	Scott Foresman, New Jersey textbook U.S. Regions audiolesson		6.1.4.B.7	
		Compare ways people choose to use and distribute natural resources.		National Geographic Reading Expeditions  U.S. Regions audiolesson		6.1.4.B.8	
	Advancement in science and technology can have unintended consequences that impact individuals and/or societies.	Relate advances in science and technology to environmental concerns, and to actions taken to address them.		National Geographic Reading Expeditions		6.1.4.B.9	
	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.		National Geographic Reading Expeditions  National Geographic: When Cultures Meet  Scott Foresman, New Jersey textbook  U.S. Regions audiolesson		6.1.4.B.10	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
	Personal, family, and community history is a source of information for individuals about the people and places around them.	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.		Infused in National Geographic U.S. Regions Reading Expeditions Book  Scott Foresman New Jersey text book pp. 56-77		6.1.4.D.10	
		Determine how local and state communities have changed over time, and explain the reasons for changes.		Infused in National Geographic U.S. Regions Reading Expeditions Book		6.1.4.D.11	
	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.		Paul Bunyan (Literacy Genre Traditional Literature Book)  U.S. Regions audiolesson		6.1.4.D.12	
	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	Trace how the American identity evolved over time.		National Geographic: When Cultures Meet Infused in National Geographic U.S. Region books National Geographic Reading Expeditions National Geographic: When Cultures Meet		6.1.4.D.14	
	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.		National Geographic U.S. Regions Scott Foresman: Celebrate Freedom books Holiday books Safari Montage National Geographic: When Cultures Meet U.S. Regions audiolesson		6.1.4.D.17	

# Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> <li>• Preview/pre-teach vocabulary</li> <li>• Preview passage</li> <li>• Complete picture walk to build background</li> <li>• When available, provide books-on-tape/CD</li> <li>• Offer one-on-one support by enlisting instructional assistants, student teachers and parents to read with students during IDR and at home</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage G/T students to further explore self-selected topics of interest that arise during instruction using the internet, classroom &amp; school library and resources they have at home</li> <li>• Utilize Extension activities listed in teachers edition</li> <li>• Develop assignments and projects which require G/T students to apply concepts through multi-media</li> <li>• Allow G/T students to work as peer tutors, or work as a team to teach a lesson to the class</li> </ul>	<ul style="list-style-type: none"> <li>• When available, refer to teacher's guide for ELL activities</li> <li>• Preview/pre-teach vocabulary</li> <li>• Establish peer-tutoring or partner learning activities</li> <li>• Use illustrations/visual aids to build background and foster understanding</li> <li>• Use exit cards to ensure understanding of new concepts taught</li> <li>• Provide graphic organizers and study guides</li> </ul>	<p>Always refer to a student's IEP for specific modifications in addition to:</p> <ul style="list-style-type: none"> <li>• Repeat, reword or rephrase instructions</li> <li>• Modify theme tests</li> <li>• Highlight and/or modify graphic organizers to make them easier to read and use</li> <li>• Use visual aids, concrete examples, manipulatives and classroom re-enactments to convey new or challenging concepts</li> <li>• Have students draw pictures in addition to writing down ideas</li> <li>• Encourage students to make frequent stops during reading to self check understanding</li> <li>• Use exit cards to monitor comprehension</li> <li>• Use audio texts or CDs when available</li> <li>• Give students extra time to complete assignments or tests</li> <li>• Allow students to explain their thinking before or after completing essay assignments and test questions</li> <li>• Draw pictures for vocabulary words and important concepts.</li> </ul>

# UNIT OVERVIEW

Course Title: Social Studies Third Grade

Unit #: UNIT 2 OVERVIEW

Unit Title: Immigration/Cultural Influences and Prejudices/Tolerance

**Unit Description and Objectives:**

Unit two focuses on immigration, cultural influences on the United States, and prejudice and intolerance world-wide. Major concepts taught within this unit are: Black History, Prejudice, Tolerance, and Immigration. Students will learn and master information to complete the district wide benchmark. Students will be able to answer questions and synthesize information pertaining to the essential questions and enduring understandings listed below.

**Essential Questions and Enduring Understandings:**

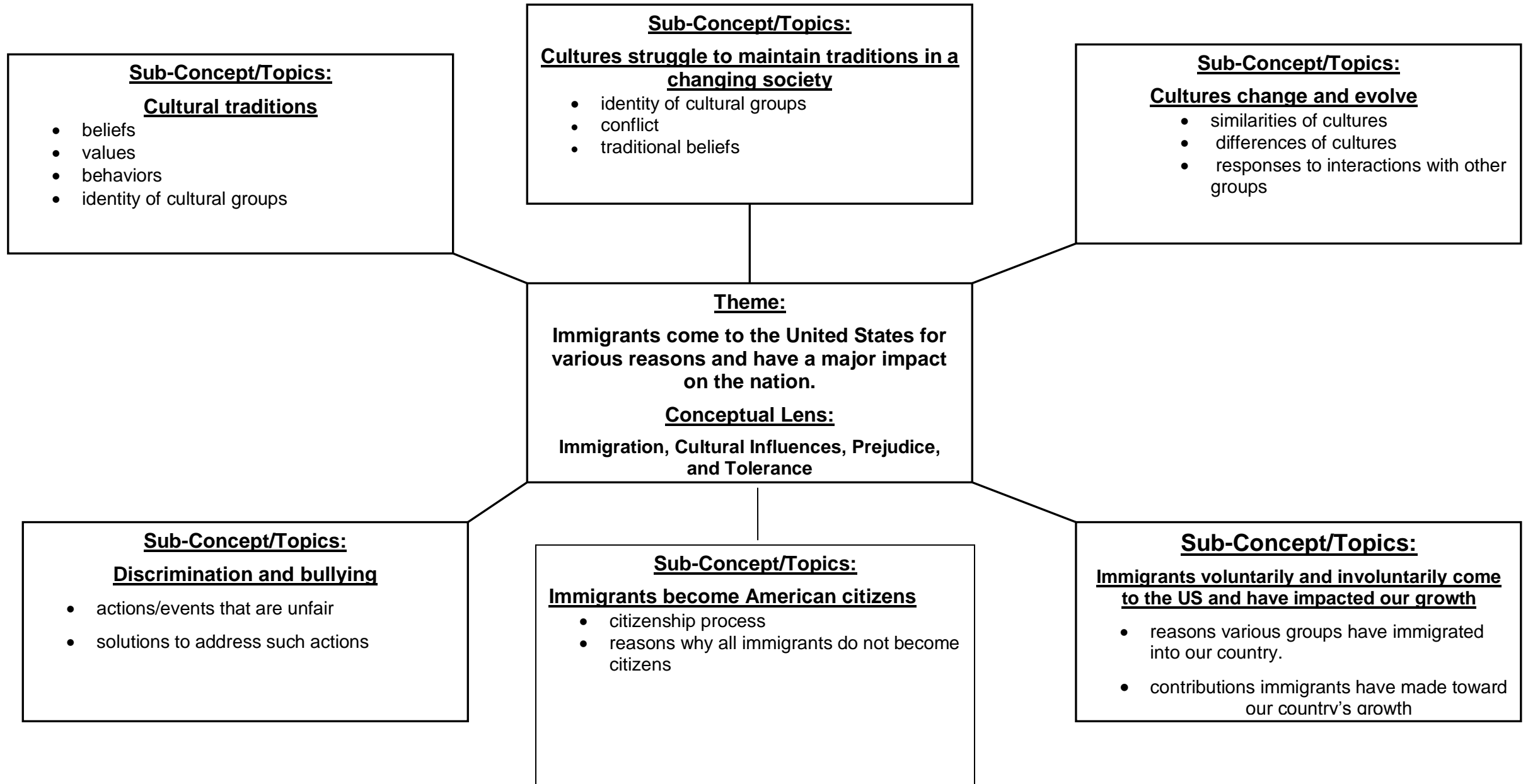
<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u> Students will understand that:</b>	<b>Guiding Questions</b>
1. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?  2. How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.	<ul style="list-style-type: none"> <li>• What is culture?</li> <li>• What are common values, traditions and beliefs</li> <li>• What re the differences in behaviors?</li> </ul>
	Cultures struggle to maintain traditions in a changing	<ul style="list-style-type: none"> <li>• What are cultural groups?</li> </ul>



	society.	<ul style="list-style-type: none"> <li>• What is conflict</li> <li>• What are traditional beliefs and practices?</li> <li>• How do new beliefs happen?</li> </ul>
	Prejudice and discrimination can be obstacles to understanding other cultures.	<ul style="list-style-type: none"> <li>• How are stereotyping and prejudice defined?</li> <li>• How do stereotyping and prejudice lead to conflict?</li> <li>• What are examples of stereotyping and prejudice?</li> </ul>
	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.	<ul style="list-style-type: none"> <li>• What similarities and differences exist among the cultures?</li> </ul>
	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	<ul style="list-style-type: none"> <li>• What events and experiences cause changes in culture over time?</li> <li>• How are the differences among cultures appreciated?</li> <li>• How does your culture differ from others?</li> </ul>
	History, culture, and perspectives	<ul style="list-style-type: none"> <li>• What actions are unfair or discriminatory (ie. Bullying)?</li> <li>• What solutions would address unfair or discriminatory acts?</li> </ul>
<ol style="list-style-type: none"> <li>1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>3. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>4. How can the study of multiple perspectives, belief systems, and cultures provide a context for</li> </ol>	Immigrants can become and obtain the rights of American citizens.	<ul style="list-style-type: none"> <li>• How would immigrant/immigration be defined?</li> <li>• What is the process of becoming a U.S. citizen</li> <li>• What are reasons for wanting to become a U.S. citizen?</li> </ul>

understanding and challenging public actions and decisions in a diverse and interdependent world?		
	The world is comprised of nations that are similar to and different from the United States.	<ul style="list-style-type: none"> <li>• What is a nation/country?</li> <li>• What are examples of laws and governments?</li> <li>• What are the characteristics of a custom?</li> <li>• What are the differences in customs?</li> </ul>
	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	<ul style="list-style-type: none"> <li>• What is diversity?</li> <li>• What is a solution?</li> <li>• What is conflict resolution?</li> </ul>
	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	<ul style="list-style-type: none"> <li>• What is diversity?</li> <li>• What is a solution?</li> <li>• What is conflict resolution?</li> <li>• How do people around the world work together to solve problems?</li> </ul>

# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies/ Grade 3  
 Unit 2 / Immigration/Cultural Influences and Prejudices/Tolerance  
 Unit Number/Title: Immigration, Cultural Influences, Prejudice, and Tolerance  
 Conceptual Lens:  
 Appropriate Time Allocation(# of Days): 36 Days

Primary Core Content Standards referenced With Cumulative Progress Indicators							
3-RL-1,2	3-RI-1,2,3		3-RI-10		3-W-2	3-W-6	3-W-10 3-SL-3
3-RL-3, 4	3-RI-4,5		3-L-1,2 3-RF-3		3-W-4	3-W-7	3-SL-1 3-SL-4
3-RL-7	3-RI-7		3-RF-4		3-W-5	3-W-8	3-SL-2 3-SL-6

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
9 week unit  Cultures traditions  Cultures struggle to maintain traditions in a changing society	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.	Describe how culture is expressed through and influenced by the behavior of people.	National Geographic Theme Sets- Immigration. Read each immigration book a whole class reading. Throughout readings, focus on theme objectives and vocabulary/key concept words	National Geographic Reading Expeditions National Geographic: When Cultures Meet Historical Fiction Genre Unit	Document Camera  Educational Videos  Educational Websites  Critical Thinking	6.1.4.D.13	Formative Assessments: Benchmark #2  <u>Summative Assessment(s)</u> Immigration to the United States Teacher's Guide- pgs 59-81  Family Tree and Interview
Cultures change and evolve  Discrimination and bullying  Immigrants become American citizens	Cultures struggle to maintain traditions in a changing society.	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	Immigration to the United States Teachers's Guide- complete activity masters for each immigration group and to gather information- pages 59-72. Additional assessments can be found on pgs 73-81. (To be used for Unit 2)  Incorporate Historical Fiction Genre Unit books throughout the unit.	National Geographic Theme Sets Chinese Immigration German/Jewish Immigration Irish Immigration Mexican Immigration National Geographic: When Cultures Meet Historical Fiction Genre Unit	Problem solving  Creativity  Collaboration  Communication  Cross-Cultural Understanding	6.1.4.D.15	<u>Summative Assessment(s)</u> <u>continued...</u>  Teacher created content specific materials  Genre Unit activities or assessments
Immigrants voluntarily and involuntarily come to the US and have impacted our growth	Prejudice and discrimination can be obstacles to understanding other cultures.	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	Read: Coming to America, If Your Name was Changed at Ellis Island.  Participate in the Reader's Theater "Coming to America"	National Geographic: When Cultures Meet Video: Our Friend Martin Bus boycotts, Rosa Parks, Ruby Bridges Historical Fiction Genre Unit		6.1.4.D.16	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
	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.	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.	Watch Safari Montage video "Martin Luther King, Jr." or "African American Life"	National Geographic, "When Cultures Meet" National Geographic Theme Sets: Irish, Chinese, Mexican, and German/Jewish Immigration Historical Fiction genre books Reader's Theater - Coming To America Video – <i>Moving To America</i> Video- <i>Our Friend Martin</i> <u>Coming to America</u> <u>If Your Name Was Changed at Ellis Island</u>		6.1.4.D.18	
	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	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives Describe why it is important to understand the perspectives of other cultures in an interconnected world.	Complete the Family Tree and interview sheet found within the Appendix.	National Geographic, "When Cultures Meet" National Geographic Theme Sets: Irish, Chinese, Mexican, and German/Jewish Immigration Historical Fiction genre books Reader's Theater - Coming To America Communities Around the World text book (Chapter 4, Lesson 2) Video – <i>Moving To America</i> Video- <i>Our Friend Martin</i> Literature <u>Coming to America</u> <u>If Your Name Was Changed at Ellis Island</u>		6.1.4.D.19 6.1.4.D.20	
	Active citizens in the 21st century: • Recognize that	Identify actions that are unfair or discriminatory, such as bullying, and	Explore, view, and discuss: <a href="http://teacher.scholastic.com/scholasticnews/indepth/black_h">http://teacher.scholastic.com/scholasticnews/indepth/black_h</a>	National Geographic, "When Cultures Meet" National Geographic		6.3.4.D.1	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
	<p>people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</p> <ul style="list-style-type: none"> <li>Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> <li>Develop strategies to reach consensus and resolve conflict.</li> <li>Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> </ul>	<p>propose solutions to address such actions.</p>	<p><a href="#">istory/</a></p> <p>Complete the Family Tree and interview sheet found within the Appendix.</p> <p>When discussing the Holocaust review the follow website:  <a href="http://www.state.nj.us/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf">http://www.state.nj.us/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf</a></p> <p><a href="http://teacher.scholastic.com/scholasticnews/indepth/mlk/news/index.asp?article=home&amp;topic=0">http://teacher.scholastic.com/scholasticnews/indepth/mlk/news/index.asp?article=home&amp;topic=0</a></p>	<p>Theme Sets: Irish, Chinese, Mexican, and German/Jewish Immigration  Historical Fiction genre books  Reader’s Theater - Coming To America  Video – <i>Moving To America</i>  Video- <i>Our Friend Martin Coming to America If Your Name Was Changed at Ellis Island</i>  <a href="http://teacher.scholastic.com">http://teacher.scholastic.com</a></p> <p><a href="http://teacher.scholastic.com/scholasticnews/indepth/black_history/">http://teacher.scholastic.com/scholasticnews/indepth/black_history/</a></p> <p>Complete the Family Tree and interview sheet found within the Appendix.</p> <p><a href="http://www.state.nj.us/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf">http://www.state.nj.us/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf</a></p> <p><a href="http://teacher.scholastic.com/scholasticnews/indepth/mlk/news/index.asp?article=home&amp;topic=0">http://teacher.scholastic.com/scholasticnews/indepth/mlk/news/index.asp?article=home&amp;topic=0</a></p>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
	Immigrants can become and obtain the rights of American citizens.	Describe the process by which immigrants become United States citizens.	View, explore, and discuss: <a href="http://www.nps.gov/stli/index.htm">http://www.nps.gov/stli/index.htm</a>  <a href="http://www.nps.gov/elis/index.htm">http://www.nps.gov/elis/index.htm</a>	Video: Moving to America Safari Montage: Immigration to the United States Books: <u>Coming to America If Your Name was Changed at Ellis Island</u> <u>Hope In My Heart, Sophia's Ellis Island Diary</u> teacher.scholastic.com/activities/immigration/tour National Geographic Theme Sets: Irish, Chinese, Mexican, and German/Jewish Immigration Reader's Theater - Coming To America Historical Fiction genre books		6.1.4.A.13	
	The world is comprised of nations that are similar to and different from the United States.	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.		World Map Movie: Communities Around the World		6.1.4.A.14	
	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.		National Geographic: When Cultures Meet Time For Kids Scholastic.com		6.1.4.A.15	
	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and		National Geographic: When Cultures Meet Time For Kids Scholastic.com		6.1.4.A.16	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
		nations in need.					
	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.		6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.				
	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.		Determine the impact of European colonization on Native American population, including the Lenni Lenape of New Jersey  Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.  Evaluate the impact of voluntary and involuntary immigration on American's growth as a nation, historically and today.	Scott Foresman New Jersey text book  National Geographic: <u>When Cultures Meet</u>  National Geographic Theme Set: <u>German- Jewish Immigration</u> <u>Irish Immigration</u> <u>Chinese Immigration</u> <u>Mexican Immigration</u>  Video: <i>Moving to America</i> Safari Montage: <i>Immigration to the United States</i> Books: <u>Coming to America</u> <u>If Your Name was Changed at Ellis Island</u> <u>Hope In My Heart,</u> <u>Sophia's Ellis Island Diary</u> <a href="http://teacher.scholastic.com/activities/immigration/tour">teacher.scholastic.com/activities/immigration/tour</a> Reader's Theater - <i>Coming To America</i> Historical Fiction genre books Communities Around the World text book (Chapter		6.1.4.D.1 6.1.4.D.2 6.1.4.D.3	



<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
				4, Lesson 2)			

# Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> <li>• Preview/pre-teach vocabulary</li> <li>• Preview passage</li> <li>• Complete picture walk to build background</li> <li>• When available, provide books-on-tape/CD</li> <li>• Offer one-on-one support by enlisting instructional assistants, student teachers and parents to read with students during IDR and at home</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage G/T students to further explore self-selected topics of interest that arise during instruction using the internet, classroom &amp; school library and resources they have at home</li> <li>• Utilize Extension activities listed in teachers edition</li> <li>• Develop assignments and projects which require G/T students to apply concepts through multi-media</li> <li>• Allow G/T students to work as peer tutors, or work as a team to teach a lesson to the class</li> </ul>	<ul style="list-style-type: none"> <li>• When available, refer to teacher's guide for ELL activities</li> <li>• Preview/pre-teach vocabulary</li> <li>• Establish peer-tutoring or partner learning activities</li> <li>• Use illustrations/visual aids to build background and foster understanding</li> <li>• Use exit cards to ensure understanding of new concepts taught</li> <li>• Provide graphic organizers and study guides</li> </ul>	<p>Always refer to a student's IEP for specific modifications in addition to:</p> <ul style="list-style-type: none"> <li>• Repeat, reword or rephrase instructions</li> <li>• Modify theme tests</li> <li>• Highlight and/or modify graphic organizers to make them easier to read and use</li> <li>• Use visual aids, concrete examples, manipulatives and classroom re-enactments to convey new or challenging concepts</li> <li>• Have students draw pictures in addition to writing down ideas</li> <li>• Encourage students to make frequent stops during reading to self check understanding</li> <li>• Use exit cards to monitor comprehension</li> <li>• Use audio texts or CDs when available</li> <li>• Give students extra time to complete assignments or tests</li> <li>• Allow students to explain their thinking before or after completing essay assignments and test questions</li> <li>• Draw pictures for vocabulary words and important concepts.</li> </ul>





			3-W-4 3-W-5 3-W-10	3-W-7 3-W-8 3-SL-3						
			3-SL-1 3-SL-2	3-SL-4 3-SL-6						

**\*All core content areas may not be applicable in a particular course.**

**Washington Township Public Schools**  
**Department of Student Personnel Services**

**CURRICULUM MODIFICATION**

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

**The intent is three-fold:**

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.