

Crest Memorial School Curriculum and Pacing Guide	
Grade: 3	Subject Area: Social Studies
Adoption Date: September 2024	Revision Date: September 2024

Mission and Vision Statements

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

- Vision: An education in social studies fosters a population that:*
- Is civic-minded, globally aware, and socially responsible;
 - Exemplifies fundamental values of democracy and human rights through active participation in local, state, national 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 relationships between people, places, and resources as well as the implications of an interconnected global economy;
 - Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
 - Discerns fact from falsehood and critically analyzes information for validity and relevance.

Integration of Technology

9.4.5.TL.3
9.4.5.TL.1

21st Century Skills

9.4.5.CI.4
9.4.5.DC.4
9.4.5.GCA.1

Career Education

9.2.5.CAP.8
9.2.5.CAP.6
9.2.5.CAP.7

Interdisciplinary Connection

RI.IT.3.3
RI.CR.3.1
SL.ES.3.3
SL.AS.3.6

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- create a word map

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- create a word map

Students At-Risk of Failure

- Allow verbalization before writing
- Use audio materials when necessary
- Read tests aloud
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Chunking content into “digestible bites”
- Shorten assignments to focus on mastery concept
- Assignment, project, and assessment modification based on individual student needs

	<ul style="list-style-type: none"> ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student choice ● Assignment, project, and assessment modification based on individual student needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks ● Teacher observation ● Quizzes
Summative	<ul style="list-style-type: none"> ● Oral presentation of poster project ● Oral presentation of google slides ● End of unit test
Benchmark	<ul style="list-style-type: none"> ● Baseline place labeling geography assessment
Alternative	<ul style="list-style-type: none"> ● Performance tasks ● Projects

Pacing Guide	
Unit 1: Native Americans	29 days
Unit 2: Ben Franklin & The American Revolution	23 days
Unit 3: African Americans	18 days

Unit 4: New Jersey & Local Tourism	21 days
Unit 5: National Events & Holidays	8 days

Unit 1 Learning Goals (Native Americans)
<p>SWBAT identify who Native Americans are and why they are an important part of our history.</p> <p>SWBAT compare and contrast various Native American tribes.</p> <p>SWBAT investigate New Jersey's connection to the Lenni Lenape.</p> <p>SWBAT evaluate European exploration's impact on Native Americans.</p> <p>SWBAT gather relevant information from multiple sources to complete a Native American poster project.</p>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● McGraw Hill Textbook & Workbook: Communities, Adventures in Time and Place (Chapter 3 and 4) ● McGraw Hill Textbook: New Jersey, Adventures in Time and Place (Chapter 3) ● McGraw Hill Read Aloud Anthology ● Discovery Education video ● Native American Speaker, Laura Kaighn ● Various books on Sioux, Iroquois, Lenape, and other tribes from school library 	<ul style="list-style-type: none"> ● KWL Chart ● Trueflix ● Brainpop ● Supplemental handouts (venn diagram, research organizer, self assessment rubric, audience worksheet) ● Native American poster project rubric ● Chromebooks ● Various sites for online research (PebbleGo, Duckster, National Geographic, etc.) ● Poster boards ● Classroom maps

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-2: Describe the migration and settlement patterns of Native American groups. <p>Use a map to describe how Native American movement is related to the location of natural resources.</p>	<p>6.1.5.GeoPP.5 6.1.5.GeoPP.3 6.1.5.GeoPP.2</p>	<ul style="list-style-type: none"> ● Class will fill out what they know and what they wonder about Native Americans in a KWL chart. ● Students will watch Discovery Education video. ● Teacher will pause video after each Native American region is presented. Teacher will

<p>Identify different Native American regions and explain how the landforms, climate and weather, and availability of resources have impacted how each each tribe lives.</p>		<p>show the region on a map and the tribes that reside there. Students will fill in corresponding map worksheet.</p> <ul style="list-style-type: none"> • Class will fill out what they learned on KWL chart
<ul style="list-style-type: none"> • Day 3-4: Research and describe the Sioux 	<p>6.1.5.HistoryUP.2 6.1.5.HistoryUP.4</p>	<ul style="list-style-type: none"> • Teacher will provide overview of Sioux • Teacher will provide Trueflix video and images of the Sioux • Students will explore books and articles on Sioux. Students will take notes highlighting specific information about Sioux (food, homes, clothing, etc.) • Students will share notes as a group to help form ideas about the Sioux.
<ul style="list-style-type: none"> • Day 5-6: Research and describe the Iroquois 	<p>6.1.5.HistoryUP.2 6.1.5.HistoryUP.4</p>	<ul style="list-style-type: none"> • Teacher will provide overview of Iroquois. • Teacher will provide Trueflix video and images of the Iroquois. • Students will explore books and articles on Iroquois. Students will take notes highlighting specific information about Iroquois (food, homes, clothing, etc.) • Students will share notes as a group to help form ideas about the Iroquois.
<ul style="list-style-type: none"> • Day 7-8: Identify how the Sioux and the Iroquois were similar or different 	<p>6.1.5.HistoryUP.2 6.1.5.HistoryUP.4</p>	<ul style="list-style-type: none"> • Teacher will provide overview of a venn diagram by giving a general example (summer vs. fall) • Class will discuss differences and similarities between the Sioux and Iroquois. • Students will record findings on a venn diagram worksheet.
<ul style="list-style-type: none"> • Day 9-10: Use multiple sources to understand the Lenni Lenape 	<p>6.1.5.HistoryCC.6</p>	<ul style="list-style-type: none"> • Teacher will provide an introduction to the Lenni Lenape. • Teacher will provide map to show visual of proximity to school. • Class will read McGraw Hill Textbook: New Jersey, Adventures in Time and Place (Chapter 3, Lesson 2). Students will take notes

		<p>highlighting specific information (food, homes, clothing, etc.) about the Lenape.</p> <ul style="list-style-type: none"> • Students will take quiz.
<ul style="list-style-type: none"> • Day 11-21: Research and identify traditions, customs, etc. of other Native American tribes. 	<p>6.1.5.HistoryUP.4 6.1.5.HistoryCC.4</p>	<ul style="list-style-type: none"> • Each student will choose a different Native American tribe. • Students will use provided books and online resources to research. Students will record information on a research organizer worksheet. • Teacher will conference with students to review research. • Students will create Native American poster project.
<ul style="list-style-type: none"> • Day 22-23: Present Native American Poster Projects 	<p>6.1.5.HistoryUP.4 6.1.5.HistoryCC.4</p>	<ul style="list-style-type: none"> • Students will present Native American poster projects. • Students watching will complete a recording sheet where they write down one interesting fact per presentation. • Each presenter will complete a self assessment rubric.
<ul style="list-style-type: none"> • Day 24: Native American Presentation 	<p>6.1.5.HistoryUP.4 6.1.5.HistoryCC.4</p>	<ul style="list-style-type: none"> • Native American speaker, Laura Kaign, visits 3rd grade class to present on Native American Culture.
<ul style="list-style-type: none"> • Day 25: Use multiple sources to understand the Jamestown settlement. 	<p>6.1.5.HistoryCC.6 6.1.5.GeoGI.1</p>	<ul style="list-style-type: none"> • Teacher will provide an introduction to Jamestown colony. • Class will read McGraw Hill Textbook & Workbook: Communities, Adventures in Time and Place (Chapter 4) and various articles. Students will take notes highlighting specific information (reasons for settling and impact/outcome) about Jamestown. • Class will discuss how the lives of the Jamestown colonists were different from our own.
<ul style="list-style-type: none"> • Day 26: Evaluate how the movement of Europeans to the Americas impacted Native Americans. 	<p>6.1.5.HistorySE.1</p>	<ul style="list-style-type: none"> • Class will read McGraw Hill Textbook: New Jersey, Adventures in Time and Place (Chapter 4, Lesson 1). Students will take notes

		highlighting specific information about European explorations (major land and water routes, reasons for exploration, and the impact the exploration had).
Day 27-29: Infer the impact of European colonization on Native American tribes like the Lenni Lenape of New Jersey. Explain how the interactions between Europeans and Native Americans led to the spread of cultural practices, artifacts, languages, diseases, and other attributes.	6.1.5.HistoryCC.6 6.1.5.GeoGI.1	<ul style="list-style-type: none"> • Teacher will introduce activity. • Pairs of students will imagine they were a member of the Lenni Lenape tribe and they met a new colonist. Students will write a short story inferring how the interaction will go. They will use evidence from their previous notes to explain their statements. • Pairs will share their story with the class. • Students take quiz.

Inclusive concepts

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Unit 2 Learning Goals (Ben Franklin & The American Revolution)

SWBAT identify the significance of Ben Franklin, the American Revolution, and the Declaration of Independence.
 SWBAT identify what events led to the American Revolution.
 SWBAT examine key historical documents.
 SWBAT identify how New Jersey was affected by the American Revolution.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • McGraw Hill Textbook & Workbook: Communities, Adventures in Time and Place (Chapter 6, 7, 8) • McGraw Hill Read Aloud Anthology • Discovery Education video • Book: <i>What's The Big Idea, Ben Franklin</i> by Jean Fritz • Book: <i>Have You Thanked an Inventor Today</i> by Patrice McLaurin 	<ul style="list-style-type: none"> • PebbleGo • Supplemental handouts • Video: What's The Big Idea, Ben Franklin • Discovery Education • Social Studies journal • Brainpop

- Book: *Now & Ben: The Modern Inventions of Benjamin Franklin* by Gene Barretta
- Book: *Magic Tree House: Revolutionary War on Wednesday* by Mary Pope Osborne

Daily Targets	NJSL Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-2: Investigate what it means to be an inventor and create our own inventions 	6.1.5.HistoryCC.3	<ul style="list-style-type: none"> ● Teacher will read <i>Have You Thanked an Inventor Today?</i> ● Class will discuss the words invention and inventor. ● Students will brainstorm and create their own invention on a corresponding worksheet.
<ul style="list-style-type: none"> ● Day 3-5: Why is Ben Franklin important to our US History? 	6.1.5.HistoryCC.3	<ul style="list-style-type: none"> ● Students read and research Ben Franklin using multiple books from the library. (Including reading <i>What's The Big Idea, Ben Franklin</i>) ● Class will create an anchor chart together to outline Ben Franklin's life. Students will record notes in their Social Studies journal.
<ul style="list-style-type: none"> ● Day 6-7: Why is Ben Franklin important to our US History? 	6.1.5.HistoryCC.3	<ul style="list-style-type: none"> ● Teacher will read <i>Now & Ben: The Modern Inventions of Benjamin Franklin</i>. ● Students will be given a lightning bolt worksheet. They will state their favorite invention and justify why. ● Students will take a Ben Franklin quiz.
<ul style="list-style-type: none"> ● Day 7-8: Identify the 13 colonies 	6.1.5.CivicsDP.3 6.1.5.EconEM.6	<ul style="list-style-type: none"> ● Class will watch Brain Pop Jr. on the 13 colonies. Class will discuss why the colonies may no longer want to be a part of England. ● Students will write one reason the colonies may want to break off from England in their journals. ● Students will color and fill in a map of the 13 colonies using a provided key.
<ul style="list-style-type: none"> ● Day 9-10: Identify the events that led to the American Revolution and the Declaration of 	6.1.5.CivicsPI.2	<ul style="list-style-type: none"> ● The class will participate in M&M/smarties tax activity to examine the unfair taxes

Independence		<p>imposed by England.</p> <ul style="list-style-type: none"> • Students will create a timeline of the events that led to the American Revolution and The Declaration of Independence.
<ul style="list-style-type: none"> • Day 11-13: Examine the Declaration of Independence 	<p>6.1.5.HistoryCC.15 6.1.5.CivicsPR.3</p>	<ul style="list-style-type: none"> • Class will watch Brainpop on the Declaration of Independence. The class will also read together the Declaration of independence, highlighting and identifying key parts. • Students will use the Declaration graphic organizer to break down its parts and meaning. • Students will then write their own class Declaration of Independence with personal grievances.
<ul style="list-style-type: none"> • Day 14: Preview and begin reading American Revolution fiction novel 	<p>6.1.5.HistoryCC.1</p>	<ul style="list-style-type: none"> • Teacher will introduce the book <i>Revolutionary War on Wednesday</i> • Students will complete the Magic Tree House pre-view worksheet before reading. • Class will begin reading novel.
<ul style="list-style-type: none"> • Day 15 - 20: Read and complete comprehension questions for American Revolution fiction novel 	<p>6.1.5.HistoryCC.1</p>	<ul style="list-style-type: none"> • Students will read and respond to the novel, <i>Magic Tree House: Revolutionary War on Wednesday</i> by Mary Pope Osborne. • While reading the students will learn how New Jersey was affected by the American Revolution (such as the Battle of Trenton, crossing the Delaware, and later impacts).
<ul style="list-style-type: none"> • Day 21-22: Ben Franklin, Declaration of Independence, and the American Revolution review day 	<p>6.1.5.HistoryCC.3 6.1.5.CivicsDP.3 6.1.5.EconEM.6 6.1.5.CivicsPI.2 6.1.5.HistoryCC.15 6.1.5.CivicsPR.3 6.1.5.HistoryCC.1</p>	<ul style="list-style-type: none"> • Class will review for their test on Ben Franklin and The Declaration of Independence. Students will review by having a "Ben Franklin" day with multiple stations throughout the classroom.
<p>Day 23: Ben Franklin, Declaration of Independence, and the American Revolution Test</p>	<p>6.1.5.HistoryCC.3 6.1.5.CivicsDP.3 6.1.5.EconEM.6 6.1.5.CivicsPI.2 6.1.5.HistoryCC.15</p>	<ul style="list-style-type: none"> • Students will take the Ben Franklin, Declaration of Independence, and American Revolution end of unit test.

	6.1.5.CivicsPR.3 6.1.5.HistoryCC.1	
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Unit 3 Learning Goals (African Americans)

SWBAT identify famous African Americans who helped make our country a better place.
SWBAT explain the challenges African Americans have faced and opportunities they have created in addressing local, regional, and global problems at various times and places.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● McGraw Hill Textbook & Workbook: Communities, Adventures in Time and Place ● McGraw Hill Read Aloud Anthology ● Book: <i>Harriet Tubman</i> by Margo McLoone ● Book: <i>George Washington Carver</i> by Margo McLoone ● Book: <i>Rosa Parks</i> by Margo McLoone ● Book: <i>Jackie Robinson</i> by Margo McLoone 	<ul style="list-style-type: none"> ● Video: Our Friend, Martin ● Brainpop ● PebbleGo ● Discovery Education ● Supplemental handouts ● Library’s books on African Americans ● Social Studies journal

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-2: Review historical civil rights leaders and influential African Americans 	6.1.5.CivicsHR.2	<ul style="list-style-type: none"> ● The class will discuss famous African Americans they already have learned about. (MLK, etc). Then the teacher will introduce new famous African Americans. The class will discuss the significance and meaning of Black History Month.

<ul style="list-style-type: none"> • Day 3-8: Introduce additional historical civil rights leaders and influential African Americans 	6.1.5.CivicsHR.2	<ul style="list-style-type: none"> • The class will use the core instructional materials to read and discuss Rosa Parks, Jackie Robinson, Harriet Tubman, and George Washington Carver. They will answer corresponding comprehension questions and open ended questions. • Students will take a quiz on MLK, Rosa Parks, Jackie Robinson, Harriet Tubman, and George Washington Carver.
<ul style="list-style-type: none"> • Day 9-10: Use a variety of sources to research an influential African American 	6.1.5.CivicsHR.2 6.1.5.CivicsCM.1	<ul style="list-style-type: none"> • Teacher will show an example of a google slide research presentation. • Teacher will show available research sites, model how to complete research, and discuss internet safety when researching. • Students will begin thinking about who they would like to research for a google slides biography report.
<ul style="list-style-type: none"> • Day 11-16: Use a variety of sources to research an influential African American 	6.1.5.CivicsHR.2 6.1.5.CivicsCM.1	<ul style="list-style-type: none"> • Students will choose an influential African American and complete their research using various online sites and provided books. • Students will review their research with teacher. • Students will then move their research to their African American Project. The students will create a biography of their famous African American in google slides.
<ul style="list-style-type: none"> • Day 17-18: Present African American biography google slides & Identify leadership traits 	6.1.5.CivicsCM.3	<ul style="list-style-type: none"> • Students will present their African American Projects. • Students in the audience will record one thing they learned from each presentation. The class will discuss the characteristics that many of these individuals have in common.

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Unit 4 Learning Goals (New Jersey and Tourism)

SWBAT identify the varying geography in the state of New Jersey.
 SWBAT understand New Jersey economics at the town, county, and state levels.
 SWBAT understand why tourism is important to the New Jersey Shore.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● McGraw Hill Textbook: <i>New Jersey, Adventures in Time and Place</i> (Chapters 1, 2, 10) ● McGraw Hill Read Aloud Anthology ● Various books on New Jersey from school library 	<ul style="list-style-type: none"> ● Brainpop ● Discovery Education video ● Supplemental handouts ● Native American poster project rubric ● Classroom maps ● Assorted materials to use for “businesses”

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-3: Identify the different regions of New Jersey and the resources, characteristics, and locations of these regions 	6.1.5.GeoPP.2 6.1.5.GeoPP.4 6.1.5.GeoSV.2 6.1.5.EconEM.4	<ul style="list-style-type: none"> ● Class will make a list of some things that NJ has to offer (beaches, boardwalks, skiing, hiking, etc) ● The class will then read from <i>McGraw Hill Textbook: New Jersey, Adventures in Time and Place</i> (Chapter 2, Lesson 1 & 2). They will discuss the regions of New Jersey and fill out a map of NJ, labeling all the physical attributes.
<ul style="list-style-type: none"> ● Day 4-5: Explain how technology and resources impact New Jersey’s environment, goods, and services 	6.1.5.GeoHE.2 6.1.5.EconEM.2	<ul style="list-style-type: none"> ● Class will read about New Jersey’s economy in <i>McGraw Hill Textbook: New Jersey, Adventures in Time and Place</i> (Chapter 10, Lesson 2). ● Students will work with a partner to explain how technology has changed New Jersey and make a list of the resources that are available in New Jersey to produce goods.

<ul style="list-style-type: none"> ● Day 6-8: Identify New Jersey's symbols and history through a webquest 	6.1.5.GeoSV.2	<ul style="list-style-type: none"> ● Teacher will review what was already learned about NJ. Teacher will model how to complete an online scavenger hunt. ● Students will work independently to complete a web scavenger hunt on all NJ state facts. ● Students will then share and check facts within groups and discuss how some of these answers would be different if we were studying a different state on the United States map.
<ul style="list-style-type: none"> ● Day 9-13: Analyze why tourism important to the New Jersey shore 	6.1.5.EconEM.2	<ul style="list-style-type: none"> ● Students will discuss what brings people to the Wildwoods. ● Students will then create a visitor brochure highlighting the Jersey Shore. The brochure will be created in google slides then printed out. Students will add details about local attractions, restaurants, and fun to brochures.
<ul style="list-style-type: none"> ● Day 14: Examine qualities of entrepreneurs and how people run businesses 	6.1.5.EconNE.6	<ul style="list-style-type: none"> ● The class will continue to discuss what types of businesses they see on the boardwalk. ● Students will be creating a mini-replica of the Wildwood Boardwalk and present a business to manage its production and finance. Today students are brainstorming types of business.
<ul style="list-style-type: none"> ● Day 15-20: Examine qualities of entrepreneurs and how people run businesses <p>Investigate and explore the supply and demand of a local business</p>	6.1.5.EconGE.2	<ul style="list-style-type: none"> ● The students will work on creating a mini-replica of the Wildwood Boardwalk and present a business to manage its production and finance. ● Students will make brochures advertising their business (business name, founders, date, menu or pricing list, slogan)
<ul style="list-style-type: none"> ● Day 21: Illustrate how production, distribution, and consumption of goods and services are interrelated through the grade-wide presentation of "Cougar Pier" 	6.1.5.EconGE.2	<ul style="list-style-type: none"> ● The class will present their replica of the Wildwood Boardwalk, called "Cougar Pier"

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fostering empathy and global awareness. We aim to create a space where all voices are heard, respected, and celebrated, encouraging active participation and a deeper understanding of the world around us. This unit focuses on New Jersey and allows students to relate to the content. We are discussing topics that relate directly to the students at Wildwood Crest, such as summer businesses and tourism.

Unit 5 Learning Goals (National Events & Holidays)

SWBAT identify the importance of national holidays and symbols.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● McGraw Hill Textbook & Workbook: Communities, Adventures in Time and Place ● Book: <i>The Man in the Red Bandanna</i> by Honor Crowther ● Book: <i>O, Say Can You See? America's Symbols, Landmarks, and Important Words</i> by Sheila Keenan 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Brainpop ● Discovery Education ● Supplemental worksheets

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Identify that Patriots Day is a day of remembrance for the events that occurred on September 11, 2001 	6.1.5.HistorySE.2	<ul style="list-style-type: none"> ● Read <i>The Man in the Red Bandanna</i> ● Students will write thank you letters to first responders
<ul style="list-style-type: none"> ● Day 2: Identify Thanksgiving Day is a holiday we remember the feast shared by the Pilgrims and Native Americans 	6.1.5.HistorySE.2	<ul style="list-style-type: none"> ● Read <i>McGraw Hill Textbook: Communities, Adventures in Time and Place</i> page 343 which gives an overview of Thanksgiving. ● Students will connect readings to work they are doing with Native Americans
<ul style="list-style-type: none"> ● Day 3: Identify different Winter Holidays (Christmas, Kwanzaa, and Hanukkah) 	6.1.5.HistorySE.2	<ul style="list-style-type: none"> ● Read <i>McGraw Hill Textbook: Communities, Adventures in Time and Place</i> page 344-346 which gives an overview of Hanukkah, Christmas, and Kwanzaa. ● Students will complete a holidays around the world worksheet

<ul style="list-style-type: none"> ● Day 4: Identify Martin Luther King, Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights 	6.1.5.HistorySE.2	<ul style="list-style-type: none"> ● Read <i>McGraw Hill Textbook: Communities, Adventures in Time and Place</i> page 348 which gives an overview of Martin Luther King, Jr. ● Students will watch part of MLK's "I Have a Dream speech" ● Students will complete a "I Have a Dream" worksheet and write their own dream to make the world a better place.
<ul style="list-style-type: none"> ● Day 5: Identify that Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln. 	6.1.5.HistorySE.2	<ul style="list-style-type: none"> ● Read <i>McGraw Hill Textbook: Communities, Adventures in Time and Place</i> page 349 which gives an overview of President's Day.
<ul style="list-style-type: none"> ● Day 6: Identify that Memorial Day is when we show respect for the soldiers who died for our country. 	6.1.5.HistorySE.2	<ul style="list-style-type: none"> ● Read <i>McGraw Hill Textbook: Communities, Adventures in Time and Place</i> page 352 which gives an overview of Memorial Day. ● Students will write thank you cards to Veterans.
<ul style="list-style-type: none"> ● Day 7: Identify that Independence Day is when we celebrate our country's birthday. 	6.1.5.HistorySE.2	<ul style="list-style-type: none"> ● Read <i>McGraw Hill Textbook: Communities, Adventures in Time and Place</i> page 353 which gives an overview of Independence Day. ● Students will relate Independence Day to their prior knowledge of the Declaration of Independence.
<ul style="list-style-type: none"> ● Day 8: Identify symbols that are an important part of our community and of America. 	6.1.5.HistorySE.2	<ul style="list-style-type: none"> ● Read <i>McGraw Hill Textbook: Communities, Adventures in Time and Place</i> page 354-355 which gives an overview of American Symbols. ● Teacher will read aloud <i>O, Say Can You See? America's Symbols, Landmarks, and Important</i> ● Students will choose 4 symbols to recreate and label on their worksheet

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