

# **BUTLER SCHOOL DISTRICT**

## **Grade 2 Social Studies Curriculum**

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Adapted from:  
New Jersey Student Learning Standards

Reviewed by:  
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## **VISION STATEMENT**

The Butler School District Social Studies Department is committed to instructional processes that incorporate 21st century skills for future careers, engage students in civic discussion and discourse, and are scaffolded to meet the needs of all learners. At all points, through hands-on experiences and an inquiry approach, students will integrate media literacy, source analysis, and multiple perspectives to create a full picture of historical events, people, and places. We aim to create well-rounded students who can empathize with varying social perspectives and creatively problem-solve in a student centered environment.

As a result of a Butler School District Social Studies education, students will be able to...

- Actively participate in civic life
- Approach life's challenges with a critical mindset
- Understand who they are, where they have been, and where they are going
- Discuss, debate, use authentic documents, simulations, and research various issues within society
- Understand and develop empathy through the analysis of multiple perspectives
- Analyze primary and secondary sources in order to interpret history
- Evaluate current day issues through various viewpoints
- Develop 21st century skills through differentiated instruction
- Research, create and evaluate historical concepts
- Cooperate with others
- Engage in creative problem-solving
- Critically assess the world in which they live

## **COURSE OVERVIEW**

In this course, students will begin by learning about how to be respectful and productive members of their classroom and local community. They will understand the importance of having unique members of our communities come together to collaborate and solve problems while being respectful, fair and tolerant of others. Then they will explore concepts in geography including how to read and interpret maps and how the climate and environment influence the way of life in different locations around the world. Later in the course, they will focus on the importance of different historical views on one event and the importance of hearing more than one side of the same story.

## **GOALS**

The goals of this course are the 2020 New Jersey Student Learning Standards for Social Studies.

## **ASSESSMENT**

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

## **SCOPE AND SEQUENCE** *(Pacing Guide)*

<b>Unit of Study</b>	<b>Estimated Time</b>
Unit I: Civics, Government, and Human Rights	11 Weeks
Unit II: Geography, People, and the Environment	10 Weeks
Unit III: Economics, Innovation, and Technology	7 Weeks
Unit IV: History, Culture, and Perspectives	8 Weeks

## **AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

## **INTEGRATED ACCOMMODATIONS AND MODIFICATIONS**

**Students with IEPs, 504s, and/or Students at Risk of Failure** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students

are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

**Gifted & Talented Students** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

**English Language Learners** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

### **21ST CENTURY THEMES & SKILLS**

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

### **CURRICULUM ADDENDA FOR SPECIAL EDUCATION**

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

## **CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS**

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

## UNIT

Unit 1 Civics, Government, and Human Rights

## UNIT SUMMARY

Students will learn and understand how to be respectful and productive members of their classroom and local community. They will understand the importance of having unique members of our communities come together to collaborate and solve problems while being respectful, fair and tolerant of others. Students will discuss and examine the importance of historical symbols and monuments and how they represent the values and beliefs of the American people.

## STANDARDS

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence)
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted
- 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

## INTERDISCIPLINARY CONNECTIONS

### *Reading:*

1. RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
3. RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

### *Speaking and Listening:*

1. SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2. SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### *Writing:*

1. W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

2. W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
3. W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
4. W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

## CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

### *Digital Citizenship*

9.4.2.DC.7: Describe actions peers can take to positively impact climate change

### *Information and Media Literacy:*

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

### *Creativity and Innovation:*

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

### *Technology:*

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool

## ENDURING UNDERSTANDINGS

- A community is a place where people live, work, and have fun together
- Certain character traits can help individuals become productive members of their community
- Laws are rules people in a community must follow
- Being fair and kind to all people from different backgrounds can help communities function peacefully
- Identify the importance of landmarks

## ESSENTIAL QUESTIONS

- Why do communities need laws?
- Why is it important to follow rules and laws?
- Why is it important to be fair and kind to all people?
- What do landmarks represent and why are they important?

## STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

1. We can **describe** why it is important that individuals have personal and civic responsibilities in a society that votes for their leaders, a democratic society.
2. We can **describe** the importance of rules in our society and how the laws need to be fair to all.
3. We can use examples from multiple sources to **describe** how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
4. We can **explain** how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

5. We can **explain** how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

### SUGGESTED ACTIVITIES

1. Students can describe the differences between personal and civic duties and responsibilities, such as voting (civic) or clearing your sidewalk from snow (personal).
2. Students can look at The Constitution and discuss why this is an important tool for the rights of citizens when standing up to injustice (Holocaust)
3. Students can read different fiction stories that focus on important historical figures, positive character traits and discuss books on compassion, kindness, and perseverance. (DEI). Read stories such as The Recess Queen and The Day the Crayons Quit. Have discussion on why it is important to include everyone and how leaving someone out might make them feel.
4. Students can create a class kindness book on what they like about each class member. After, the students can discuss how reading these statements made them feel and why it is important to accept everyone. Students can discuss that they should be understanding, fair, empathetic, kind, tolerant and equal to all people, regardless of background. (DEI)
5. Students can list and discuss historical figures who exemplify characteristics of good citizenship such as E. Roosevelt.
6. Students can research the importance of historical landmarks and create a chart with information about the location and reason of each monument.
7. Students can write a letter to the school principal requesting a meeting to discuss any rules that could be revised. Cite two reasons why you would want these new rules.

### EVIDENCE OF LEARNING

#### Formative Assessments:

1. Create a chart comparing and contrasting the difference between person and civic duties.
2. Construct a set of classroom rules that are fair to all students. Discuss the importance of why rules need to be fair to everyone.
3. Create a graphic organizer and list important characteristics that can help individuals collaborate and solve problems.
4. Have students research a historical figure and provide two reasons how they exemplify kindness and fairness to all.
5. Select a landmark in New Jersey or the USA and discuss the importance of the landmark and what it represents.

**Summative Assessment:** Do we have to have rules? Construct an argument supported with evidence that addresses the question of whether rules are necessary.

#### Benchmark Assessment: N/A

**Alternative Assessments:** Create a collage with different pictures and words that show



	understanding of an important historical figure.
<b>INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)</b>	
<b>Primary sources:</b> The Constitution, <a href="https://www.kidcitizen.net/">https://www.kidcitizen.net/</a> (provides real life photos for kids) <b>Other resources:</b> Epic Books, Brain Pop Jr., Nearpod	
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>	
<b>See Appendix A</b>	

<b>UNIT</b>
Unit 2 Geography, People, and the Environment
<b>UNIT SUMMARY</b>
In this unit, students will begin to understand their place on the map and how they fit into the bigger picture, the world. Students will look at maps and recognize their purpose. They will study how the climate and environment influence the way of life in different locations and different locations provide different goods, based on their location.
<b>STANDARDS</b>
<ol style="list-style-type: none"> <li>1. 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</li> <li>2. 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</li> <li>3. 3. 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</li> <li>4. 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</li> <li>5. 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</li> <li>6. 6. 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions</li> <li>7. 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</li> <li>8. 6. 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</li> </ol>
<b>INTERDISCIPLINARY CONNECTIONS</b>

*Reading:*

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

*Speaking and Listening:*

- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

*Writing:*

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

*Science:*

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

**CAREER READINESS, LIFE LITERACIES, and KEY SKILLS**

*Information and Media Literacy:*

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

*Creativity and Innovation:*

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

*Technology:*

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool

**ENDURING UNDERSTANDINGS**

- Geography tells about the Earth, people, plants, and animals that live on the Earth.
- There are seven continents and 5 oceans on our planet.

**ESSENTIAL QUESTION?S**

- What is geography?
- What are the seven continents and five oceans?
- What is a natural resource?
- What are good and services?

<ul style="list-style-type: none"> <li>• A natural resource is something that is in nature that is ready for people for use.</li> <li>• Goods and resources are available depending on the location.</li> <li>• Where we live influences our daily choices depending on climate, environment and resources.</li> <li>• There are different cultural and environmental attributes that will influence an area.</li> <li>• Climate and the environment</li> <li>• Technology can help us better understand our place in the world and what is around us.</li> </ul>	<ul style="list-style-type: none"> <li>• How does our location influence goods and services?</li> <li>• How can our environment shape where we live?</li> <li>• Why is technology important in our society?</li> </ul>
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>	
<p><i>Students are learning to/that...</i></p> <ol style="list-style-type: none"> <li>1. <b>Describe</b> how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</li> <li>2. <b>Explain</b> how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</li> <li>3. <b>Explain</b> why and how people, goods, and ideas move from place to place.</li> <li>4. <b>Explain</b> how to use technology to understand the culture and physical characteristics of regions.</li> <li>5. <b>Identify</b> and describe the properties of a variety of maps and globes and <b>identify</b> examples of geospatial data (e.g., landmarks on the school grounds).</li> </ol>	
<b>SUGGESTED ACTIVITIES</b>	
<ol style="list-style-type: none"> <li>1. Have students use Google Earth to pick a random location and discuss how or why it is good or not a good idea to live there.</li> <li>2. Choose two locations in the United States (New York City vs. Honolulu, HI) and compare and contrast the differences of those two places.</li> <li>3. Have students look at one location, Los Angeles and discuss how they would get everything to New York City if they had to move.</li> <li>4. Use Google Earth to compare and contrast different physical characteristics of different occasions on the map.</li> <li>5. Look at a map and identify different locations while learning how to use a map key.</li> <li>6. Use maps to identify different National Parks in the United States. What landforms are found there? Why is it important that these areas remain untouched and kep natural?</li> </ol>	
<b>EVIDENCE OF LEARNING</b>	
<b>Formative Assessments:</b>	<b>Summative Assessment:</b>

<ol style="list-style-type: none"> <li>1. Have students choose a location and fill out a graphic organizer on pros and cons of living in this location.</li> <li>2. Use an exit ticket to have students explain the importance of transportation in certain locations, such as why does NYC need subways but Butler does not?</li> <li>3. Write a paragraph on how and why people may move to different locations throughout their lives.</li> <li>4. Draw a picture of a location found on google earth and discuss what physical characteristics are there.</li> <li>5. Have the students create a classroom map and key to show understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. How do we shape or change our environment? Construct an argument supported by evidence that addresses how we shape our environment and/or are shaped by our environment.</li> </ol>
<p><b>Benchmark Assessment:</b> Have the students design their own island that would be an ideal place to live. Have the students write 3-5 sentences on what they included to make it an ideal place to live.</p>	<p><b>Alternative Assessments:</b> Journal Response: If you could live anywhere in the USA, where would you live and why?</p>
<p><b>INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)</b></p>	
<p><b>Primary sources:</b> <a href="https://www.kidcitizen.net/">https://www.kidcitizen.net/</a> (historical pictures)  <b>Other resources:</b> Epic Books, Nearpod, Google Earth, Google Maps, American History for Kids website</p>	
<p><b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b></p>	
<p><b>See Appendix A</b></p>	

## UNIT

Unit 3 Economics, Innovation, and Technology

## UNIT SUMMARY

In this unit, students will learn about the importance of working to earn money to buy, save or invest the money they have earned. They will discuss the importance of capital (having something of value or benefit) and natural resources available to them. Students will also learn about the importance of local and state government and how their decisions affect their daily lives.

## STANDARDS

6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

## INTERDISCIPLINARY CONNECTIONS

### *Reading:*

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

### *Speaking and Listening:*

- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### *Writing:*

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

## CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

## 9.1 Personal and Financial Literacy

### *Financial Institutions*

9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

### *Financial Psychology*

9.1.2.FP.2: Differentiate between financial wants and needs.

### *Information and Media Literacy:*

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

## ENDURING UNDERSTANDINGS

- People work to earn money.
- Volunteers do important jobs without getting paid.
- How weather and natural resources influence different aspects of the community.
- Needs are things people must have in order to live, like shelter. Wants are things that people would like to have but do not need in order to live.
- Technology is an advance that makes things faster, easier, or better.
- Economic opportunities are related to the availability of resources and technology.

## ESSENTIAL QUESTIONS

- Why do people work?
- What is a volunteer?
- What are needs and wants?
- How do people in a community fulfill their needs and wants?
- What are goods and services?
- What is a factory?
- What is technology?
- How does weather and the environment influence where we live and what goods and services we can provide?

## STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

### *Students are learning to/that...*

1. **Describe** the importance of having a job and making and saving money.
2. **Understand** the difference between wants and needs and the importance of needs vs. wants.
3. **Understand** how local and state governments make decisions for their population to best help their community, state or country.
4. **Identify and describe** examples of human capital (value of a worker's experience and skills) , physical capital (man-made goods that assist in the production process. Cash, real estate, equipment, and inventory), and natural resources that contribute to favorable economic conditions.

## SUGGESTED ACTIVITIES

1. List different jobs that students could have when they grow up. What tools would they need to complete these jobs? What could they do with the money they make from these jobs?

<p>2. What Makes Me Become We? Discuss different examples of how we have to think about a community as a whole and not just our needs. Examples: playgrounds for children with disabilities, wheelchair ramps, braille on different signs. (DEI)</p> <p>3. Create a collage that shows people working together to solve a problem, use examples for different experiences, skills, equipment and natural resources that could be used.</p>	
<b>EVIDENCE OF LEARNING</b>	
<p><b>Formative Assessments:</b></p> <ol style="list-style-type: none"> <li>1. Write a paragraph about a job as a community helper. Why is the job important and how does it contribute to the community?</li> <li>2. Draw and write 2 sentences about one way our government provides things that better our community.</li> <li>3. Complete a worksheet listing what skills, equipment and resources are needed for a specific job.</li> </ol>	<p><b>Summative Assessment:</b> Brainstorm a list of challenges in the local community. Choose a challenge to address and brainstorm ways to overcome it.</p>
<p><b>Benchmark Assessment:</b> N/A</p>	<p><b>Alternative Assessments:</b> Journal Response: Why is it important to be able to work together with people in your classroom, job or community?</p>
<b>INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)</b>	
<p><b>Primary sources:</b> <a href="https://www.kidcitizen.net/">https://www.kidcitizen.net/</a> (historical pictures)</p> <p><b>Other resources:</b> Epic Books, Nearpod, Google Earth, Google Maps</p>	
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>	
<p>See Appendix A</p>	

## UNIT

Unit 4 History, Culture, and Perspectives

## UNIT SUMMARY

Students will be able to understand the importance of different historical views on one event and the importance of hearing more than one side of the same story. They will discuss and understand the importance of different cultures and how our uniqueness contributes to our community and societies. Students will understand the importance of kindness and how in the past, decisions were made that did not benefit or respect all cultures and communities. They will learn how communities have changed overtime and developed into what they are today.

## STANDARDS

- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

## INTERDISCIPLINARY CONNECTIONS

### *Reading:*

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

### *Speaking and Listening:*

- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### *Writing:*

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).



- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

## **CAREER READINESS, LIFE LITERACIES, and KEY SKILLS**

### *Information and Media Literacy:*

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

### *Creativity and Innovation:*

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

### *Technology:*

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).

## **ENDURING UNDERSTANDINGS**

- The importance of holidays connected to history and why we celebrate them.
- We should be understanding, fair, empathetic, kind, tolerant and equal to all people, regardless of their cultures and religions.
- The importance of using facts when discussing certain events or ideas.

## **ESSENTIAL QUESTIONS**

- Why is it important to understand the meaning behind certain holidays?
- Why is it important to understand and respect different cultures and people who feel differently than us?
- How can we show respect to people who are different from us?
- Why is it important to hear different sides of the story or examine different facts on the same event?

## **STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)**

### *Students are learning to/that...*

1. We can use primary sources representing multiple thoughts and ideas to compare and make conclusions about why there are different accounts of the same event.
2. We can use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
3. We can use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
4. We can make an evidence-based argument on how and why communities change over time (e.g., locally, nationally, globally).

## **SUGGESTED ACTIVITIES**

1. Have a class discussion about how there are two sides to every story and why each person might feel differently. Read fiction stories to help students to better understand the concept. (DEI)

<ol style="list-style-type: none"> <li>2. Develop and discuss an understanding of fairness, empathy, kindness, tolerance, equality, similarities and differences between cultures and religions. Create a classroom chart on ways we can show kindness in different locations. Discuss the importance of different holidays and how they can be based on religion or historical figures.</li> <li>3. Have a class discussion on the events that lead to different historical figures asking for change due to unfair treatment such as Martin Luther King, Jr. (Amistad)</li> <li>4. Students can research a location and find facts that discuss how and why it changed over time. (DEI, Climate)</li> </ol>	
<b>EVIDENCE OF LEARNING</b>	
<b>Formative Assessments:</b> <ol style="list-style-type: none"> <li>1. Have students create a Venn Diagram comparing and contrasting the two sides of the stories told in The Three Little Pigs and The True Story of the Three Little Pigs by Jon Scieszka.</li> <li>2. Write a paragraph discussing the importance of kindness and how you can show kindness.</li> <li>3. Create or complete a timeline on Martin’ Luther King’s life using a non-fiction text to find information.</li> <li>4. Look at a timeline of a major city and discuss three ways that it changed over time. Use prior knowledge to explain why these areas changed over time.</li> </ol>	<b>Summative Assessment:</b> <ol style="list-style-type: none"> <li>1. Create a collage showing how a historical figure helped shape society.</li> <li>2. Have a verbal discussion on the importance of hearing both sides of a story. Why is it important to hear both sides? What could happen if you only hear one side?</li> </ol>
<b>Benchmark Assessment:</b>	<b>Alternative Assessments:</b> <ol style="list-style-type: none"> <li>1. Journal Entry: Why is it important to hear more than one side of the story?</li> <li>2. If we live in the present, why should we care about the past? Create a paragraph supported with evidence that answers the question. Example, if we don’t learn from history, we may repeat it.</li> </ol>
<b>INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)</b>	
<p><b>Primary sources:</b> <a href="https://www.kidcitizen.net/">https://www.kidcitizen.net/</a> (historical pictures), Martin Luther King’s “I Have A Dream,” Speech.</p> <p><b>Other resources:</b> Epic Books, Nearpod, Google Earth, Google Maps, The True Story of the Three Little Pigs by Jon Scieszka</p>	
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>	

**See Appendix A**

## **Appendix A**

### **Special Education:**

- Provide modified notes and access to extra copies online
- Provide oral reminders and check student work during independent work time
- Model skills/techniques to be mastered
- Check and sign assignment planner
- Preferential seating
- Pair visual prompts with verbal presentations
- Modified or scaffolded homework and classwork
- Extended time as needed
- Provide graphic organizers and study guides

### **English Learners:**

- Provide scaffolded assignments and assessments
- Pair visual prompts with visual presentations
- Check and sign assignment planner
- Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment and assessment as needed
- Highlight key vocabulary
- Use graphic organizers
- Provide verbal and written directions
- Preferential seating with a English-speaking peer

### **At Risk of Failure:**

- Check and sign assignment planner
- Encourage class participation and reinforce skills
- Model skills and assignments
- Extended to time to complete class work
- Preferential seating
- Provide extra help outside of class and 1:1 instruction when needed
- Communicate regularly with students' other teachers
- Provide positive feedback for tasks well done
- Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

### **Gifted and Talented:**

- Pose higher-level thinking questions
- Provide higher level reading and writing materials for literacy based activities
- Probe student to extend thinking beyond the text or connect two or more texts
- Provide alternate or project-based assessments and assignments

### **Students with 504 Plans**

- Provide extended time as needed
- Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers