

# History, Culture, and Perspectives

Content Area: **Social Studies**  
Course(s):  
Time Period: **Trimester 1**  
Length: **Full year**  
Status: **Published**

## Course Pacing Guide

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This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Unit	MP/Trimester	Weeks
History, Culture and Perspectives	FULL YEAR	40

## Unit Overview

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<p><b>Unit Title:</b> History, Culture, and Perspectives</p> <p><b>Overview:</b></p> <p>Students will learn about important historical events. They will participate in discussing popular historical figures. They will share information about traditions and holidays in their own families. Students will discuss the importance of listening and sharing with each other. They will learn to understand different points of view. Students will discuss traditions associated with different holidays. They will compare traditions past and present. This unit will also include recognizing some symbols of the United States of America. Students will learn and recite the Pledge of Allegiance. It is a unit that focuses on holidays, traditions, and symbols.</p>
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## Enduring Understandings

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### Unit Enduring Understandings

- Some important events we celebrate in our nation's history are: 4<sup>th</sup> of July (our country's birthday), Thanksgiving, Presidents' Day, and Dr. Martin Luther King Day
- Popular historical figures and key events are remembered when we celebrate some holidays
- Celebrating historical events and individuals help us understand the past
- Remembering, understanding, and celebrating historical people and events can help people with different backgrounds feel connected
- An important source for gathering information is other people, as we share and listen stories about ourselves, each other, and our families
- Holidays and traditions are an important part of our culture
- Families enjoy their own traditions for different holidays
- We all have individual ideas and points of view
- Our country has national symbols

## Essential Questions

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### Unit Essential Questions

- Can you describe some historical key events we celebrate in our country and how we celebrate them?
- Who are some popular historical figures we remember and celebrate?
- How does celebrating events and individuals help us understand the past?
- How and why does remembering, understanding, and celebrating historical people and events help us feel connected?
- What can we learn from listening to each other share?
- Why are holidays and traditions an important part of us, our families, and our communities?
- What traditions and holidays do you and your family have?
- Does everyone think the same about everything? Why or why not? Is this helpful?
- Can you act out or illustrate some symbols of the USA?
- Do you think it is important to have a tradition and common value of taking care of our world and what are some things you can do?

(reduce, reuse, recycle)

## **New Jersey Student Learning Standards (No CCS)**

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6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.12	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.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

## **Amistad Integration**

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How the actions of Dr. Martin Luther King, Jr. and other civil rights leaders served as catalysts for social change and inspired activism in subsequent generations.

Literature:

My Brother Martin Christine King Farris

My First Biography Marion Dane Bauer

My Daddy, Dr. Martin Luther King, Jr. Martin Luther King, III

Technology:

Brain Pop, Jr. Dr. Martin Luther King

## **Holocaust/Genocide Education**

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### Approved Kindergarten Diversity Lessons

Read Aloud Texts:

We're All Wonders by RJ Palacio

Same, Same but Different by Jenny Sue Kostecki-Shaw

One Green Apple by Eve Bunting

Say Something! By Peter H. Reynolds

Whoever You Are by Mem Fox

Octicorn by Kevin Diller and Justin Lowe

## **Interdisciplinary Connections**

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### **Primary interdisciplinary connections:**

- Lucy Calkins: Persuasive Writing Unit
- Literacy Program

### **NJ Learning Standards:**

#### **Reading Standards**

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

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### **Progress Indicators**

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### **Technology Standards**

<b>K-2</b>	Plan strategies to guide inquiry  Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.	8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
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### **21st Century Themes/Careers**

#### **21<sup>st</sup> Century Skills/Themes:**

#### **Core Social Studies Skills:**

Chronological Thinking: Explain how the present is connected to the past.

Critical Thinking: Distinguish fact from fiction.

Presentation Skills: Use evidence to support an idea in a written and/or oral format.

#### **Career Ready Practices:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP12. Work productively in teams while using cultural global competence.

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## Financial Literacy Integration

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

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## Instructional Strategies & Learning Activities

### Unit Learning Targets

*Students will ...*

- Identify important historical events (e.g. First Thanksgiving)
- Participate in discussing popular historical figures (e.g. Dr. Martin Luther King, George Washington)
- Share information about traditions and holidays in their own families (e.g. birthdays, Thanksgiving)
- Listen to others' points of view
- Share their own point of view
- Describe traditions associated with different holidays (Thanksgiving traditions, 4<sup>th</sup> of July traditions)
- Recognize some symbols of the USA (e.g. our flag, bald eagle, Statue of Liberty, Liberty bell)
- Compare traditions past and present (e.g. Thanksgiving, birthday celebrations)
- Learn and recite The Pledge of Allegiance (following state, district, or school guidelines on having students do this)
- Discover how making new friends was important to the Pilgrims
- Recognize how Dr. Martin Luther King helped people share their neighborhoods

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## Differentiated Instruction

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

## **Formative Assessments**

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- TCI “Observation Checklist” for each unit (use appropriate parts that assess “Reading Further” material)
- TCI “Reading Further” student pages (Interactive Student Notebook)
- TCI Unit Assessments (specifically the “Reading Further” section)

## Summative Assessment

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[Summative Assessment Rubric](#)

## Benchmark Assessments

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TCI "Observation Checklist" for each unit (use appropriate parts that assess "Reading Further" material)

## Alternate Assessments

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## Resources & Technology

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### Teacher Resources:

**TCI:** *Social Studies Alive: Me and My World*

<http://www.teachtci.com>

### Lessons:

- 1 - Who Am I? -- Reading Further
- 2 - What is a Family? -- Reading Further
- 4 - How do I Make Friends? -- Reading Further
- 7 - What is in My Neighborhood? -- Reading Further
- 8 - Where am I in the World? -- Reading Further
- 9 – How Do People Live Around the World? -- Reading Further
- 11- How Can I Help Take Care of the World?

Big Books and Read Alouds



Nonfiction children's books

**Time For Kids**

**Scholastic Let's Find Out**

**District-approved Diversity/Amistad lessons**

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## **BOE Approved Texts**

TCI Textbook

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## **Closure**

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.

- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

## **ELL**

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- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)

- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## **At Risk**

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- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking