

# Unit 1: Families Today and in the Past

Content Area: **Social Studies**  
Course(s): **Sample Course**  
Time Period: **Sept/Oct**  
Length: **Full Year - Grade 2**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Social Studies, Grade 2**

**Unit 1: Families Today and in the Past**

**Belleville Board of Education**

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## Unit Overview

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- In this chapter, children will learn:
  - how life changes throughout history
  - that there are many different types of families with their own traditions
  - about family history through primary sources and secondary sources

- **Chapter Vocabulary:**

immigrants, generation, traditions, ancestors, family, community, responsible, extended family, citizen, history, culture, compare, primary source, artifact, oral history, secondary source, family tree

- **Academic vocabulary:** respect, practice, compare, contrast, examine,

## Connect

- Big Question Video (How does life change throughout history?)
- Chapter Jumpstart Activity
- Sing About It!
- Quest (Help Henry Uncover the Past)/Quest Findings (Make a Poster)

## Investigate

- Lesson 1 Families
- Lesson 2 Different Kinds of Families
- Lesson 3 Life Then and Now

- Lesson 4 Family History

**Literacy Skills** - Sequence

**Map and Graph Skills** - Interpret Timelines

**Primary Source** - Photograph: Angel Island

**Citizenship** - James Oglethorpe: Found of Savannah, Georgia

**Synthesize**

- Lesson Check and Review for each lesson
- Chapter Assessment

## **Enduring Understanding**

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- Families and communities are important because, in them, people care about each other.
- There are many different types of families, and many have their own traditions.
- Family members have ancestors, whose lives show the past history of the family.
- People can learn about their family history through primary sources, such as letters, and secondary sources, such as artifacts.

## **Essential Questions**

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- How does life change throughout history?
- What does family mean to you?
- What is a community?
- Why is learning about family important?
- How do you think family life was different long ago, before we had electricity?
- What makes a family?
- What is a primary source?
- What is a secondary source?
- How are families organized?
- How are families similar?

- Who was James Oglethorpe?

## Exit Skills

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- **By the end of Social Studies in 2nd Grade, students will be able to:**
  - Use primary and secondary sources.
  - Explain how life changes throughout history.
  - Use maps and globes to locate places and geographic features
  - Describe how a government work and explain the need for government.
  - Recognize the difference between producers and consumers.
  - Identify how people obtain what they need and want.
  - Recognize the characteristics of a hero.
  - Name different heroes throughout history.
  - Define culture and describe the ways culture is shared within communities.

## New Jersey Student Learning Standards (NJSLS-S)

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SOC.6.1.4.A.13	Describe the process by which immigrants become United States citizens.
SOC.6.1.4.A.CS8	Immigrants can become and obtain the rights of American citizens.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

## Interdisciplinary Connections

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LA.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## Learning Objectives

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After completing Unit 1, students will demonstrate the ability to:

### Lesson 1: Families

- Explain what a family is and why families are important
- Determine what makes up a community
- Compare a family to a community

### Lesson 2: Different Kinds of Families

- Assess how families are different
- Discuss the different ways families are organized
- Hypothesize why immigrant families come to the United States and why many want to become citizens
- Analyze how traditions apply to families in the United States

### Lesson 3: Life Then and Now

- Compare how things families did and family culture in the past are the same or similar to family culture today.
- Contrast ways families fulfilled their needs and behaved in the past and how they do so today.

### Lesson 4: Family History

- Define and give examples of primary sources and secondary sources of historical information.

- Discuss how an oral history is created and why it is historically important.
- Write questions for an interview with an older family member.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

## Suggested Activities & Best Practices

- Map and Graph Skills
- Literacy and Critical Skills
- Citizenship lesson for each chapter/ biographies online
- Primary Source Skill
- Video - Big Question Video
- Jumpstart Activity
- Audio- Sing About It!

- Big Question Activity
- Quest Interactivities
- Lesson Interactivities - Introduction and Review
- Vocabulary Practice Game
- Tikatok
- Active Classroom - activities that encourage active student participation and are included within each lesson in the chapter

## **Evidence of Student Learning - Checking for Understanding (CFU)**

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- Admit Tickets
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Outline
- Question Stems

- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit tests

## **Primary Resources & Materials**

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- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

## **Ancillary Resources**

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- myWorld Interactive digital activities
- myWorld Interactive Map and Graph Skills Handbook
- TikaTok
- [www.discoveryeducation.com](http://www.discoveryeducation.com) digital field trips
- [www.ducksters.com/history](http://www.ducksters.com/history)

## **Technology Infusion**

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- myWorld Interactive online resources/digital activities
  - Quest Interactives
  - student eText with audio and vocabulary glossary support
  - whiteboard activities/games
  - Chapter Jumpstart Activity
  - Big Question Videos
  - Audio - Sing About It!
  - Digital skill practice
  - Online Biographies



- [www.discoveryeducation.com](http://www.discoveryeducation.com) digital field trips
- [www.ducksters.com/history](http://www.ducksters.com/history)



## **Alignment to 21st Century Skills & Technology**

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- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills

- Media Literacy

## **21st Century Skills**

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

## **Differentiation**

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### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments

- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices

- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Special Education Learning**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions

- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Sample Lesson**

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Unit Name: Families Today and in the Past (Chapter 1, Lesson 3)

NJSLS: See standards below

Interdisciplinary Connection: ELA, Science

Statement of Objective: Students will demonstrate the ability to compare and contrast the ways families fulfilled their needs and behaved in the past and how they do so today, by creating a diagram.

Anticipatory Set/Do Now: Jumpstart Activity - Students will work with a partner to take turns acting out things they learned to do since they were little.

## Learning Activity:

- introduce the vocabulary (history, ancestor, culture)
- Review definitions that were learned at the beginning of the chapter.
- Point out the academic vocabulary.
- Read the lesson and then discuss.
- Complete the reading checks throughout the lesson.
- Have students complete lesson 3 check independently

Student Assessment/CFU's: Teacher Observation, Student participation, Think-Pair-Share, and Lesson 3 Check

Materials: myWorld Interactive Worktext

21st Century Themes and Skills: Global Perspective, Creativity and Innovation, Communication and Collaboration

Differentiation/Modifications: Peer assistance provided, Extra time for completion, No penalty for grammar errors

Integration of Technology: Smart TV, myWorld Interactive online resources

LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.