

Unit 5 Making a Difference

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Belleville Public Schools

Curriculum Guide

Social Studies, Grade 2

Unit 5 Making a Difference

Belleville Board of Education

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Unit Overview

- **In this chapter, children will learn:**
 - that a hero is a person who helps others in need
 - anyone can be a hero
 - a hero may become a leader or may be an ordinary person who helps solve a local problem
- **Chapter Vocabulary:** needs, wants, choice, scarce, barter, producers, harvest, goods, consumers, services, process, distributors, markets, weather, drought, climate, irrigation
- **Academic Vocabulary:** purchase, natural, sequence, source

Connect

- Big Question Video (What makes someone a hero?)
- Chapter Jumpstart Activity
- Quest (Help Honor Our Heroes)/ Findings (Draw a Book Cover)

Investigate

- Lesson 1 What Makes a Hero?
- Lesson 2 Heroic Leaders
- Lesson 3 Heroes Who Inspire Change
- Lesson 4 Heroes in Science
- Lesson 5 Heroic Helpers

- Lesson 6 How We Can Make a Difference

Literacy Skills: Compare and Contrast

Critical Thinking Skills: Analyze Images

Primary Source: Rosa Parks: My Story

Citizenship: Sequoyah: Maker of the Cherokee Writing System

Synthesize

- Lesson Check and Review for each lesson
- Chapter Assessment

Demonstrate

- Lesson Quiz for each lesson
- Chapter Vocabulary Games

Enduring Understanding

- A hero is a person who helps others in need.
- Anyone can be a hero and change the world to make it better.
- A hero may work in any field, such as science, the arts, or government.
- A hero may become a leader or may be an ordinary person who helps solve a local problem.

Essential Questions

- **What makes someone a hero?**
- Who is a hero?
- How does a hero act?
- Why should a hero understand the difference between right and wrong?
- What is the difference between a superhero and an ordinary person who is a hero?

- Why does a hero act?
- Why are Heroes important?
- How can you tell if someone is a hero?
- Who was Abraham Lincoln, and what did he do?
- Who was Sitting Bull, and why is he considered a hero to his people?
- Who was Golda Meir, and why did she have to work so hard for peace?
- What are civil rights?
- Why did Harriet Tubman work on the Underground Railroad? What was her goal?
- How are Dr. Martin Luther King Jr. and Yuri Kochiyama similar in what they did?
- Who was Wilma Rudolph, and what civil rights did she work for?
- What were some things that girls and women could not do in the past?
- What did women do that got a law passed that gave them the right to vote?
- What did Betty Friedan do to encourage women to work for their rights?
- Who would you work with if you wanted to have a law changed?
- What did Gloria Steinem do that other women's rights leaders also did?
- What was Bella Abzug's goal for women?
- What problems did many works in the late 1800s face?
- What people did Chavez and Huerta work to help?
- Who was Thomas Edison?
- How did Thomas Edison start learning about how things work?
- How did Edison decide what he wanted to invent?
- What do we use today to record and listen to sound that has developed from Edison's first photograph?
- What are the discoveries made by Marie Curie and Albert Einstein?
- How are Curie's and Einstein's discoveries similar and how are they different in the way they affect people?
- Who was Louis Pasteur, and how did his discoveries help people?
- How did Pasteur help farm animals through his study of germs?
- How are Marie Curie, Albert Einstein, and Louis Pasteur alike? How are they different?
- Who were Jonas Salk and Charles Drew? How did their discoveries in medicine help people?
- What does a vaccine do?
- How are Salk and Drew's discoveries alike or different in how they prevent or respond to serious medical problems?
- What did Sally Ride do?
- Why did Sally Ride train with NASA?
- What does it mean to volunteer?
- What does it mean to live in poverty?
- What changes did Jane Addams want the government to make?
- Why did Jane Addams try to get laws changed?
- What was Hull House?
- What was Jane Addams connection to Hull House?
- What is the Red Cross's main goal?
- What did Henri Dunant experience that led him to start the Red Cross?
- Who was Clara Barton, and how did she help soldiers during the Civil War?
- What led Florence Nightingale to help injured soldiers?
- What did Florence Nightingale do to make sure that all future nurses would be good nurses?
- Who are some of the service workers who help people in the nation and in the community?
- Who was Sequoyah?

Exit Skills

- 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)

SOC.6.1.4.A	Civics, Government, and Human Rights
SOC.6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
SOC.6.1.4.D	History, Culture, and Perspectives
SOC.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.

Interdisciplinary Connections

LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Learning Objectives

After completing Unit 5, students will demonstrate the ability to:

Lesson 1 What Makes a Hero?

- Discover the character traits of a hero
- Infer a hero's motivations
- Determine why heroes of the past are important

Lesson 2 Heroic Leaders

- Compare what different leaders do to encourage their people to follow them
- Defend what made Abraham Lincoln an American hero
- Construct an argument to explain why Sitting Bull and Golda Meir are heroes to their people

Lesson 3 Heroes Who Inspire Change

- Classify historic examples of civil rights activists and the rights for which they fought
- Point out civil rights activists who worked against racial inequality
- Defend women's rights activists and their individual contributions
- Justify the need for worker's rights and activists who fought for them

Lesson 4 Heroes in Science

- Identify Thomas Edison, Marie Curie, Albert Einstein, Louis Pasteur, and other important inventors and scientists
- Create a chart outlining how scientific inventions, discoveries, and experiments extend our understanding of the world

Lesson 5 Heroic Helpers

- Summarize the mission of the Red Cross
- Judge how and why some heroes help those in need
- Discuss how Florence Nightingale influenced the field of nursing

Lesson 6 How We Can Make a Difference

- Construct an argument explaining how ordinary people who help others can be heroes
- Generate a list of ways you can be a hero who helps people in your community

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)

- 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

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

Ancillary Resources

- myWorld Interactive digital activities
- myWorld Interactive Map and Graph Skills Handbook
- TikaTok
- www.discoveryeducation.com digital field trips
- www.ducksters.com/history

Technology Infusion

- 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 digital field trips
- www.ducksters.com/history



Alignment to 21st Century Skills & Technology

- 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

- 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

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

Differentiation

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

- 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

- 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)

- 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
