

Unit 6 Our American Culture

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Belleville Public Schools

Curriculum Guide

Social Studies, Grade 2

Unit 6 Our American Culture

Belleville Board of Education

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Unit Overview

- **In this chapter, children will learn:**
 - that culture is passed down through generations
 - many different cultures are shared in the United States
 - the importance of National Holidays
 - the importance of American stories to our culture
- **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 (How is culture shared?)
- Chapter Jumpstart Activity
- Quest (Amazing Artifacts)/ Findings (Show Off Your Artifact)

Investigate

- Lesson 1 Culture is Our Way of Life
- Lesson 2 Cultures in Our Country
- Lesson 3 American Stories
- Lesson 4 American Holidays

Literacy Skills: Distinguish Fact from Fiction

Critical Thinking Skills: Compare Points of View

Primary Source: Filipino American Traditional Dress

Citizenship: Jackie Robinson: Baseball Hero

Synthesize

- Lesson Check and Review for each lesson
- Chapter Assessment

Demonstrate

- Lesson Quiz for each lesson
- Chapter Vocabulary Games

Enduring Understanding

- Culture is passed down through generations.
- Many different cultures are shared in the United States.
- American stories are an important part of our culture.
- National holidays are an important way to honor people, religions, and heroes in our culture.

Essential Questions

- How is culture shared?

- What is culture?
- Why are there so many cultures in the United States?
- What have immigrants brought to America?
- How are American stories part of our heritage?
- What is the difference between fact and fiction?
- What holidays celebrate events in peoples lives?
- What is the purpose of Veteran’s Day?
- Why do we have a parade on Memorial Day?
- Which president helped end slavery?
- Which president wanted workers to be treated fairly?
- Why are George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt honored?
- What is Labor Day?
- Who was Jackie Robinson?

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 (NJSL-S)

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.4.A.CS6	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
SOC.6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
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.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
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.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.
SOC.6.1.4.D.CS10	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
SOC.6.1.4.D.CS11	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Interdisciplinary Connections

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.

LA.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Learning Objectives

By the end of Unit 6, students will demonstrate the ability to:

Lesson 1: Culture is Our Way of Life

- Identify what makes up a person's culture

Lesson 2: Cultures in Our Community

- Analyze how people share cultures in our country

Lesson 3: American Stories

- Distinguish fact from fiction in stories about the past
- Compare and contrast folk tales and tall tales

Lesson 4: American Holidays

- Identify holidays that honor American heroes
- Classify holidays based on what is being celebrated

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 Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Divide Examine Graph Interpolate Manipulate Modify Operate Subtract			Revise Rewrite Transform
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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
