Unit 5: Making a Difference

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Second Grade Social Studies

Unit 5: Making a Difference

Belleville Board of Education

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Unit Overview

Chapter 5 focuses on heroes. Students will learn that a hero is a person who helps others in need. Students will learn that anyone can be a hero such as, a leader or ordinary person who helps solve a local problem.

(Reference myWorld Interactive, Chapter 5)

Enduring Understandings

- 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

Lesson 1: What Makes a Hero?

- What makes someone a hero?
- How does a hero act?
- Why does a hero act?
- Why are heroes important?

Lesson 2: Heroic Leaders

- Who are heroic leader?

- Why is Abraham Lincoln considered a hero?
- Why is Sitting Bull considered a hero to his people?
- How did Gold Meir become a hero?

Lesson 3: Heroes Who Inspire Change

- Why do heroes work for justice?
- Who are women's rights heroes and what actions did they take?
- How did Samuel Gompers, Cesar Chavez, and Dolores Huerta inspire change?

Lesson 4: Heroes in Science

- Why is Thomas Edison considered a hero?
- How did scientists' discoveries affect the world?
- Why is Sally Ride a hero?

Lesson 5: Heroic Helpers

- How do heroes help people?
- How were the earliest Red Cross workers heroes?
- Why is Florence Nightingale considered the mother of nursing?

Lesson 6: How Can We Make a Difference

- Why do community heroes share their time and talents?
- Which service workers help people in the community and nation?
- How can you make a difference?

Exit Skills

By the end of Chapter 5, students will be able to:

- Acquire and accurately use domain specific words.
- Determine the traits of heroes.
- Distinguish between heroes in science, civil rights, and women's rights.
- Compare and contrast heroic leaders and their actions.
- Critically think and write about why community workers are called heroes.

New Jersey Student Learning Standards (NJSLS)

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.K-4.1.1.1	Place key historical events and people in historical eras using timelines.
SOC.K-4.1.1.2	Explain how the present is connected to the past.

Interdisciplinary Connections

LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
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.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they

relate to the individual, global society, and the environment.

Learning Objectives

Lesson 1: What Makes a Hero?

- Discover the character traits of a hero.
- Infer a hero's motivation.
- 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 Heir 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.
- Determine 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.

Suggested Activities & Best Practices

Chapter 5- Making a Difference

- Rap About It
- Quest Project-Based Learning

- Jumpstart Activity

Lesson 1: What Makes a Hero?

- Jumpstart Activity
- Interactivity

Lesson 2: Heroic Leaders

- Jumpstart Activity
- Interactivity

Lesson 3: Heroes Who Inspire Change

- Jumpstart Activity
- Interactivity
- Quest Connection
- Primary Source

Lesson 4: Heroes in Science

- Jumpstart Activity
- Interactivity
- Quest Connection
- Literacy Skills

Lesson 5: Heroic Helpers

- Jumpstart Activity
- Interactivity
- Quest Connection
- Critical Thinking Skills

Lesson 6: How We Can Make a Difference

- Jumpstart Activity
- Interactivity
- Citizenship

Assessment Evidence - Checking for Understanding (CFU)

The following techniques will be implemented to check for understanding:

- Quizzes
- Unit tests

- Multimedia Reports

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

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

Ancillary Resources

- Nonfiction books (American heroes)
- Scholastic (The Secrets of Great Leadership lesson plan)
- Brainpop Educators (Jackie Robinson lesson plan)

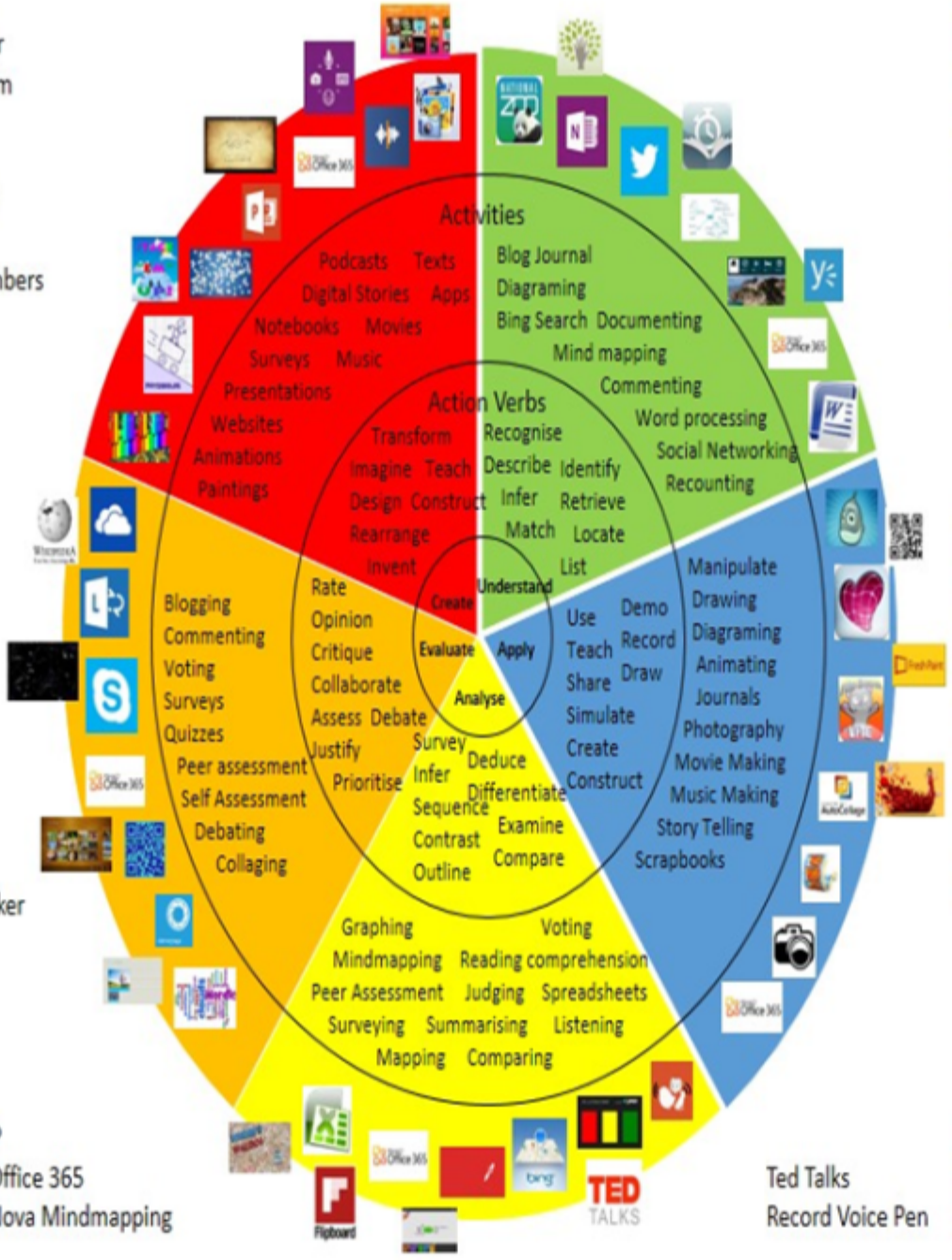
Technology Infusion

- BrainPopJr. (Famous Historical Figures)
- IXL (Historical Figures)
- Webquest (American Heroes)

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

Differentiation

The following differentiation strategies will be utilized:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

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

Special Education Learning (IEP's & 504's)

The following strategies will be employed for students with IEP's and 504's:

- Provide modifications as dictated in the student's IEP/504 plan.
- Check work frequently for understanding.
- Extended time on tests/quizzes

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

The following strategies will be employed for English Language Learners:

- Decreasing the amount of work presented or required.
- 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.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

The following strategies will be employed for At Risk Learners:

- Decreasing the amount of work presented or required.
- Teaching key aspects of a topic. Eliminate nonessential information.
- Tutoring by peers.

- 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 workpresented 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

Talented and Gifted Learning (T&G)

The following Talented and Gifted adaptations will be employed:

- Higher order, critical & creative thinking skills, and discovery.
- Flexible skill grouping within a class or across grade level for rigor.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: