Feb. Harcourt Unit 4&5: People Long Ago Gr. 2

Content Area: **Social Studies**
Course(s):
Time Period: **February**
Length: **8-12 Weeks**
Status: **Published**

Unit Overview

History- Family Stories and American Symbols

Enduring Understandings

The American people's stories from long ago tell the history of our country.

Essential Questions

What can we learn about American History from people's stories from long ago?

Instructional Strategies & Learning Activities

Lesson	Objective	Procedure
Nov.- January ***Harcourt- Unit 4,5***		
***Harcourt*-Unit 4** *Preview the Unit* *People Long Ago* (History- Family Stories and American Symbols) **Supplemental:** Read Alouds: *Martin Luther King Jr./American Folklore*	SWBAT: -Use visuals to determine word meaning -Recognize a sequence of events -Identify realistic fiction -Access prior knowledge	1. Discuss the big idea ™ p. 153 2. Preview vocabulary ™ p. 154-55 3. Sequence of events ™ p. 156-7 4. Read *When I Was Young* ™ questionin 71 5. Writing- Students will write a story tha grandchildren. Share.
Harcourt- Unit 4 Lesson 1	SWBAT: -Understand concepts of past, present and future	1.Ask students *How do people and places* 2. Read p. 172-5/ ™ questioning/ assess u 175

	-Recognize some things stay the same -Identify a diagram -Define and describe a family tree	3. Write- Look at pictures from past and v are different from what we see today. Sha 4. Practice-Workbook p. 32 5. **Skill-**Ask a student to name the membe Discuss how a diagram could help us rem information. 6. Read p. 166-7 ™ questioning 7. Practice-Make a family tree Workbook p. 33 Optional: HW Family Tree
Harcourt- Unit 4 Lesson 2	SWBAT: -Recognize Native Americans -Describe their lifestyle -Define colonies and settlers -Recognize primary sources	1.Ask students *What do we know about th North America long ago?* 2. Read p. 178-183/ ™ questioning/ asses 183 3. Activity-Draw a picture that shows one Americans helped the settlers. 4. Practice-Workbook p. 34 5. **Skill**-Explain the difference between a source. Read p.184-5/ ™ questioning
Harcourt- Unit 4 Lesson 3	SWBAT: -Understand events in early American history -Identify important people from American history -Read a time line -Understand that voting is a freedom	1.Ask students *How did our country get i* 2. Read p.186-91/ ™ questioning/ assess 191 3. Write-Imagine living in a new state, wr to independence. Share 4. Practice-Workbook p. 35 5. **Skill**-Read p. 192-193. Ask students to events from their lives and add the date. S 6. Discuss the struggle for the right to vot through p. 194-95/ ™ questioning p. 195
Harcourt- Unit 4 Lesson 4	SWBAT: -Identify symbols and landmarks in our country -Describe how these are important to our country's history	1.Ask students *How do we honor our Am* example flag salute 2. Read p. 196-99/ ™ questioning/ assess 199 3. Activity-Draw a picture of a landmark describe. Share

		4. Practice-Workbook p. 37
Harcourt- Unit 4 Lesson 5	SWBAT: -Identify national heroes, legends, holidays -Distinguish between fact and fiction	1.Ask students *How do we honor people c country's history?* example:Veteran's Da 2. Read p. 200-205/ ™ questioning/ asses 205 3. Activity-Choose an American that you with a special holiday/draw a picture and caption. Example: Rosa Parks 4. Practice-Workbook p. 38 5.**Skill**- Write a few fact/fiction statement have children determine which are true. R for examples of fact/ fiction in classroom 6. Practice-Workbook p. 39 7. Dr. Martin Luther King, Jr. Why Chara 209 Read aloud article. Discuss: Why it is important that Dr. King assume our society? How did Dr. King solve problems? (open compassion, persistence) How does it feel to be accepted?
Harcourt- Unit 4 Unit Review	SWBAT: -Review concepts learned in unit	1. Review questioning ™ p. 212-215 2.Workbook p. 41/ Study Guide Review answers whole class/ discuss **Harcourt website- Adventure Activity*
Harcourt- Unit 4 Unit Test	SWBAT: -Recall concepts learned in unit	1.Administer unit test 2.Use data for reteaching
Harcourt-Unit 5 Preview Unit A World of Many People History- Family Stories and American Symbols	SWBAT: -use visuals to determine word meaning -Recall information from text in sequence -Identify songs related to ethnic and	1. Discuss the big idea ™ p. 217 2. Preview vocabulary ™ p. 218-19 3. **Skil**l- Recall and Retell ™ p. 220-221 4. Read song p. 222-225/ ™ questioning/ 225.

Supplemental: Read Alouds	cultural similarities and differences	
Harcourt- Unit 5 Lesson 1	SWBAT: -Describe cultures from around the world -Compare and contrast cultures -Find locations of countries on a world map/globe -Examine cultural items from around the world	1.Ask students *What is culture?* 2. Read p. 226-31/ ™ questioning/ assess 231 3. Write- Choose a culture in your commu paragraph about what is important to this 4. Workbook p. 42 5. **Skill-**Ask students what country they w How would they plan a trip? (need a map) 6. Read p. 232-33 ™ questioning 7. Practice-What countries did your famil (homework?) Workbook p. 43 8. Read p. 234-5/ ™ questioning
Harcourt- Unit 5 Lesson 2	SWBAT: -Identify the reasons immigrants came to the United States -Describe how culture brings diversity to our country -Recognize that people in a group have different points of view -Understand the importance of Amy Tan	1.Ask students *Why is the United States a cultures?* 2. Read p. 236-241/ ™ questioning/ asses 241 3. Activity- Interview your family about v to the United States. (homework) Share 4. Workbook p. 44 5. **Skill-**Pose a scenario to the class ™ p. 6. Read p. 242-43 ™ questioning 7. Practice-Workbook p. 45 8. Biography- Amy Tan Read p. 244-5/ ™ questioning
Harcourt- Unit 5 Lesson 3	SWBAT: -Recognize that each culture has traditions and customs -Compare and contrast different traditions and cultures	1.Ask students *How are families different* 2. Read p. 246-49/ ™ questioning/ assess 249 3. Activity- Make a storyboard of custom family celebrates/add captions. Share

	-Use a calendar -Explore events that celebrate traditions	4. Practice-Workbook p. 46 5. **Skill-**Discuss how the calendar can hel important dates and appointments. 6. Read p. 250-51 ™ questioning 7. Practice-Make a calendar page with im class or individual *Appendix A12* Workbook p. 47 8. Read about the Grandfather Mountain l 252-3 ™ questioning
Harcourt- Unit 5 Lesson 4	SWBAT: -Recognize that people from many cultures have contributed to American society	1.Ask students *Who are some Americans difference in our lives?* 2. Read p. 254-57/ ™ questioning/ assess 257 3. Write- Write a paragraph about people affected your life. 4. Practice-Workbook p. 48
Harcourt- Unit 5 Unit Review	SWBAT: -Review concepts learned in unit	1. Review questioning ™ p. 260-63 2. Workbook p. 50/ Study Guide Review answers whole class/ discuss **Harcourt website- Adventure Activity*
Harcourt- Unit 5 Unit Test	SWBAT: -Recall concepts learned in unit	1.Administer unit test 2.Use data for reteaching

Integration of Career Readiness, Life Literacies, and Key Skills

P.1	Act as a responsible and contributing community members and employee.
P.3	Consider the environmental, social and economic impacts of decisions.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
P.9	Work productively in teams while using cultural/global competence.

9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Technology and Design Integration

Students will interact with the Smartboard, IPads, Chromebooks and document camera.

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.

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.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

For the unit:

Differentiation:

*Refer to Teacher's Manual ESL/ Extra Support/ Enrichment ideas for each lesson

Will vary according to student readiness /interest/learning profile:

- Leveled Text
- Levels of Questioning
- Anchor activities (ongoing-listen to books, websites)
- Harcourt web activities
- Whiteboard response
- Flexible Grouping
- Graphic Organizers
- Videos Discovery Education/ BrainPop Jr.
- KWL Charts
- Think-Pair-Share
- Reading Buddies
- Enrichment/Remediation

Modifications & Accommodations

Follow IEP's and 504's to enhance student learning

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

End of Chapter assessments

Projects/Rubrics

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for

helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

- Teacher Observation
- Questioning
- Whiteboard Response
- Think-Pair Share
- Classroom discussion
- Workbook pages
- Writing/Performance rubrics included in lesson

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit Test

Instructional Materials

Hartcourt textbook

See materials embedded in lessons above.

Supplemental:

Read alouds

Leveled readers

Standards

6.1.2.CivicsPI.6	Explain what government is and its function.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).