

Unit 2 - Our Diverse World

Content Area: **Social Studies**
Course(s): **Social Studies 1**
Time Period: **January**
Length: **12 weeks**
Status: **Published**

Unit Overview

Our community is made up of people from many different backgrounds, cultures, and traditions. In this second unit, the goal is for students to develop an appreciation for different cultures and discover the similarities and differences between families. Students and teachers in a diverse classroom accept and celebrate all people. They will understand what it means to take care of themselves, their family, and other community members. Students will learn about ways that people are alike and different from one another and that this is what makes each person unique and special. Students will explore how they can respect others who are different from themselves. They will also learn about life cycles through our Literature lessons on Zoology. These will connect to how parents take care of their children and how environments can affect daily lives.

Unit 2 will cover the following topics:

1. New Years - Resolutions
2. Dr. Martin Luther King Jr.
3. Groundhog Day
4. Dental Health
5. Lunar New Year
6. President's Day
7. Black History Month
8. Read Across America
9. Women's History Day

Vocabulary:

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| resolution | discrimination | equal | fair | prediction |
| burrow | hibernate | fiction | non-fiction | caregiver |

Standards

SOC.6.1.2.CivicsPI.2

Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

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| SOC.6.1.2.CivicsPI.4 | Explain how all people, not just official leaders, play important roles in a community. |
| SOC.6.1.2.CivicsPI.5 | Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. |
| SOC.6.1.2.CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. |
| SOC.6.1.2.CivicsDP.3 | Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. |
| SOC.6.1.2.CivicsPR.1 | Determine what makes a good rule or law. |
| SOC.6.1.2.CivicsPR.2 | Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. |
| SOC.6.1.2.CivicsPR.3 | Analyze classroom rules and routines and describe how they are designed to benefit the common good. |
| SOC.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. |
| SOC.6.1.2.CivicsCM.1 | Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. |
| SOC.6.1.2.CivicsCM.3 | Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. |
| SOC.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). |
| SOC.6.1.2.GeoSV.2 | Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). |
| SOC.6.1.2.HistoryCC.3 | Make inferences about how past events, individuals, and innovations affect our current lives. |
| SOC.6.1.2.HistoryUP.3 | Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. |
| SOC.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). |
| HE.K-2.2.1.2.PGD.2 | Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). |
| HE.K-2.2.1.2.PGD.3 | Explain what being “well” means and identify self-care practices that support wellness. |

Essential Questions

- How are we unique?
- How can we discover history?
- How do parents care for their young?
- How do traditions bring us together?
- How does the past shape our lives?
- How has daily life changed?
- How have many cultures shaped our country?
- What are customs and traditions? Why are these important to families?

Learning Targets

- I can ask relevant questions about historical and cultural events.
- I can compare and contrast everyday life across time and place.
- I can compare the customs and traditions of various groups of people.
- I can describe different people and the different places they live.
- I can describe how the present is connected to the past.
- I can develop healthy habits by brushing my teeth & going to the dentist.
- I can explain how events of the past and their connection to events of the present.
- I can explain how historical symbols, monuments, and holidays are recognized in America.
- I can explain the ways diverse individuals are all part of the same community.
- I can explain ways that mothers take care of themselves and their young.

Unit Assessments

- ARC Graphic Organizers
- Class Discussions
- Teacher/Student Observation
- Writing Responses

Career Readiness, Life Literacies, & Key Skills

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| TECH.9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| TECH.9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| TECH.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). |

Supports for At-Risk, Special Ed., 504, and ELL Students

- Allow oral responses
- Chunk larger assignments into more manageable parts.
- Extend pacing of weekly lessons to a week and a half to 2 weeks
- Incorporate centers that focus on skills that students are struggling with.
- Provide graphic organizers.
- Small group instruction based on levels/abilities
- Use Approaching Level Materials
- Utilize Visual Aids

