

UNIT 3

Course: Language Arts/Social Sciences/SEL		Grade Level: 2nd Grade	
Unit Title: Learning from History		Length of Unit: Approximately 6 weeks	
Unit Summary: History has had an impact on our current community, state, nation, and world. Students will develop an understanding of a variety of sources such as timelines, artifacts, and genres that provide us with information from the past. Students will explore historical figures who have made contributions to our society in a variety of ways. Students will use reading strategies in a wide variety of texts to better understand the text and how the words an author chooses impact the reader’s understanding. Students will write informative/explanatory pieces to teach/inform others.			
SEL: Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to describe the ways people are similar and different.			
Stage 1- Desired Results			
STANDARDS Priority: Social Sciences: SS.H.1.2: Summarize changes that have occurred in the local community over time SS.H.2.2: Compare individuals and groups who have shaped a significant historical change Language Arts: RL/RI.2.1: Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text. RL.2.4: Describe how words and phrases (e.g., regular beats,	Transfer		
	<i>Students will be able to independently use their learning to...</i>		
	TG1: Describe the way in which a community has changed over time and how people/events have influenced these changes in order to explain the importance to our community.		
	TG2: Use questioning skills while reading a wide-range of texts in order to determine the impact and/or meaning of words and demonstrate an understanding of a text.		
	TG3: Write an informative/explanatory piece about a topic of interest.		
	Meaning		
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i>	

<p>alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>W.2.2: Writing informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SEL Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>Supporting: Social Sciences: SS.H.3.2: Explain how different kinds</p>	<p>EU1: Individuals who develop new technologies or discover new ideas open the door for future discoveries; these new technologies and/or ideas can have a positive or negative impact.</p> <p>EU2: People move in and out of communities, and roads and buildings are paved and built; each community has a history and a future.</p> <p>EU3: Effective readers use the information from a text as a basis for answering questions and gaining an understanding of the text.</p> <p>EU4: Authors make deliberate choices (e.g., structure, language, etc.) that impact a story's meaning; effective readers use appropriate strategies to construct meaning of text</p> <p>EU5: We write informational/explanatory text to provide information about a topic or to explain how to do something; effective writers provide facts in a well organized informative text</p> <p>EU6: An effective community incorporates the similarities and differences of all its members.</p>	<p>EQ1: How can an individual impact history?</p> <p>EQ2: How do communities change over time?</p> <p>EQ3: How can asking and answering questions help me understand key details in a text? <i>What role does questioning play in helping me make meaning of a text?</i></p> <p>EQ4: How does an author's choice of words affect the meaning of a text? <i>How do I determine the meaning of unknown words?</i></p> <p>EQ5: Why do we write informational/ explanatory text? <i>What makes my writing effective?</i></p> <p>EQ6: Why should we understand and appreciate the similarities and differences of everyone within a community?</p>
<p style="text-align: center;">Acquisition</p>		

<p>of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Social Sciences</p> <p>K2: Historical figures who have contributed to changes in the community, state, nation, and world</p> <p>K3: A timeline sequences events from the past, present, and future so they can be easily understood</p> <p>K4: Information from history should be compared from more than one source to validate</p> <p>K5: A primary source is used to interpret a time period (e.g. documents, interviews, photographs)</p> <p>K6: History can be investigated through artifacts</p> <p>Language Arts/Digital Literacy</p> <p>K7: Reading strategies</p> <p>K8: The elements of informative/ explanatory writing</p> <p>K9: The writing process</p> <p>K10: The research process</p>	<p>Year-Long English/Spanish “I Can” Statements</p> <p><i>Students will be skilled at...</i></p> <p>Social Sciences</p> <p>S1: I can develop a timeline that highlights the important events in my life and in historical figures, distinguishing among years and decades.</p> <p>S2: I can compare individuals and groups who have shaped a significant historical change.</p> <p>S3: I can explain how different kinds of historical sources can be used to study the past.</p> <p>S4: I can identify whether an artifact is from the past or is used today.</p> <p>S5: I can explain how and why an artifact has changed.</p> <p>S6: I can gain information from the past through observation of artifacts.</p> <p>S7: I can learn about historical figures through a variety of genres.</p> <p>Language Arts/Digital Literacy</p> <p>S8: I can ask and answer who, what, where, when, why, and how questions to show that I understand key details in a text. (RL/RI.1)</p>
---	--	---

	<p>K11: How to be a responsible digital citizen</p> <p>SEL</p> <p>K12: Similarities and differences</p>	<p>S9: I can explain how words and phrases add rhythm and meaning in a story, poem, or song. (RL.4)</p> <p>S10: I can find the meaning of words or phrases in a text. (RI.4)</p> <p>S11: I can write an informative/explanatory piece. (W.2)</p> <ul style="list-style-type: none">• I can introduce a topic.• I can use facts and definitions to develop points about the topic• I can provide a concluding statement or section. <p>S12: I can remember what I have learned to answer a question or find the answer from other sources. (W.8)</p> <p>S13: I can explain that information is owned by the writer and use other's information without plagiarism. (Info/Dig Lit Goal 1)</p> <p>S14: I can ask questions and answer questions online. (Info/Dig Lit Goal 1)</p> <p>S15: I can understand that materials are owned by the originator and take ownership of my content. (Info/Dig Lit Goal 1)</p> <p>S16: I can use online databases and encyclopedias. (Info/Dig Lit Goal 2)</p> <p>S17: I can develop questions to get to the</p>
--	--	---

		<p>information needed. (Info/Dig Lit Goal 3)</p> <p>S18: I can use an electronic encyclopedia. (Info/Dig Lit Goal 3)</p> <p>S19: I can learn common organizational patterns to make sense of information. (Info/Dig Lit Goal 3)</p> <p>SEL</p> <p>S20: I can infer someone's feelings by observing their behaviors.</p> <p>S21: I can describe ways that people are similar and different.</p>