Bristol Public Schools

Office of Teaching & Learning

Department	Elementary Humanities
Department Philosophy	The fundamental purpose of our organization is to ensure high levels of learning for ALL students and adults by shifting the focus on teaching to a focus on learning. To ensure all students and adults learn at high levels, we must focus on results to inform and improve professional practice through job-embedded, differentiated professional development, and to meet the needs of students' through intervention and enrichment. Helping all students and adults learn requires a collaborative and collective effort through the instructional improvement cycle. Curriculum is a coherent plan for instruction and learning, integrating content and action. When we develop our curriculum, we identify the critical knowledge, skills, behaviors, and attitudes toward learning that we believe are essential for ALL students within our community based on our vision of successful graduates, and state and national standards. We identify the most high-leverage, research-based and engaging instructional strategies and assessment practices as a guide for teaching. Feedback and grading practices should be aligned to the instruction and learning articulated within the curriculum. To ensure equity for ALL, collaborative teams implement a guaranteed and viable curriculum that is aligned to essential grade-level standards with the appropriate depth and intention with a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts. Here are the 5 Core Instructional Practices that we believe all students should engage in; 1. Clear Learning Targets aligned to the grade level essential learning 2. Purposeful and engaging learning tasks 3. Student Discourse and Discussion Protocols

	4. Formative Assessment and Feedback 5. Goal Setting and Growth Mindset
Course	Social Studies
Grade Level	Grade 2

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
INQ K–2.1 Explain why the compelling question is important to the student.	x	x	x
INQ K–2.2 Identify disciplinary ideas associated with a compelling question.	x	x	x
INQ K–2.3 Identify facts and concepts associated with a supporting question.	x	x	x
INQ K–2.4 Make connections between supporting questions and compelling questions.	x	x	x
INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.	x	x	x
INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.	x	x	x
INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.	x	x	x
INQ K–2.8 (begins in Grades 3–5)			
INQ K–2.9 (begins in Grades 3–5)			
INQ K–2.10 Construct an argument with reasons.	x	x	x

INQ K–2.11 Construct explanations using correct sequence and relevant information.	x	x	x
INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.	x	x	x
INQ K–2.13 Ask and answer questions about arguments.	x	x	x
INQ K–2.14 Ask and answer questions about explanations.	x	x	x
INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.	x	x	x
INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.	x	x	x
INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	x	x	x
HIST 2.1 Create a chronological sequence of multiple events.	x	x	x
HIST 2.2 Compare life in the past to life today.	x	x	x
HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change	x	x	x
HIST 2.4 Explain perspectives of people in the past to those of people in the present.	x	x	x
HIST 2.5 Compare different accounts of the same historical event.	x	x	x
HIST 2.6 Identify different kinds of historical sources.	x	x	x
HIST 2.7 Explain how historical sources can be used to study the past.	x	x	x
HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself.	x	x	x
HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development.	x	x	x

HIST 2.10 Generate possible reasons for an event or development in the past.	x	x	x
HIST 2.11 Select which reasons might be more likely than others to explain a historical event or development.	x	x	x
CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.	x	x	x
CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.	x	x	x
CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.	x	x	x
CIV 2.4 Compare their own point of view with others' perspectives.	x	x	x
CIV 2.5 Explain how people can work together to make decisions in the classroom.	x	x	x
CIV 2.6 Identify and explain how rules function in public (classroom and school) settings	x	x	x
CIV 2.7 Describe how people have tried to improve their communities over time.	x	x	x
ECO 2.1 Explain how scarcity necessitates decision-making.	x	x	x
ECO 2.2 Identify the benefits and costs of making various personal decisions.	x	x	x
ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.	x	x	x
GEO 2.1 Construct geographic representations of familiar places.	x	x	x
GEO 2.2 Use geographic representations to describe places and interactions that shape them.	x	x	x
GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of a place.	x	x	x

GEO 2.4 Explain how the environment affects people's lives.	x	x	x
GEO 2.5 Explain how humans affect the culture and environment of places/regions.	x	x	x
GEO 2.6 Identify cultural and environmental characteristics of a place/region.	x	x	x

UNIT 1:Unit 1: Government			
UNWRAPPED STANDARDS			
Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary
HIST 2.1-2.11	HIST 2.1 Create a chronological sequence of multiple events. HIST 2.2 Compare life in the past to life today. HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change. HIST 2.4 Explain perspectives of people in the past to those of people in the present. HIST 2.5 Compare different accounts of the same historical event. HIST 2.6 Identify different kinds of historical sources. HIST 2.7 Explain how historical sources can be used to study the past. HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself. HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development. HIST 2.10 Generate possible reasons for an event or development in the past. HIST 2.11 Select which reasons might be more likely than others to explain a historical event or	<table><tr><td>x</td><td>Content Knowledge</td></tr><tr><td>x</td><td>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</td></tr><tr><td></td><td>Physical Skill</td></tr><tr><td>x</td><td>Product Development</td></tr><tr><td></td><td>Learning Behavior</td></tr></table>	Chronological Sequence Events Compare Past Shaped Significant Historical Perspectives Accounts Sources Maker Information Particular Development

	development.			
CIV 2.1-2.7	CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority. CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group. CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. CIV 2.4 Compare their own point of view with others' perspectives. CIV 2.5 Explain how people can work together to make decisions in the classroom. CIV 2.6 Identify and explain how rules function in public (classroom and school) settings. CIV 2.7 Describe how people have tried to improve their communities over time.	x	Content Knowledge	Communities Accomplish Task Common Responsibilities Rules Democratic Principles Equality Fairness Legitimate Authority Rules Perspectives Point of view Function Improve Community
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
ECO 2.1-2.3	ECO 2.1 Explain how scarcity necessitates decision-making. ECO 2.2 Identify the benefits and costs of making various personal decisions. ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.	x	Content Knowledge	Scarcity Necessity Benefits Costs Decisions Services Goods Local Produce produced
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
GEO 2.1-2.6	GEO 2.1 Construct geographic representations of familiar places. GEO 2.2 Use geographic representations to describe places and interactions that shape them. GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of a place.	x	Content Knowledge	Environment Affects Culture places/regions Environmental Characteristics
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	

	GEO 2.4 Explain how the environment affects people's lives. GEO 2.5 Explain how humans affect the culture and environment of places/regions. GEO 2.6 Identify cultural and environmental characteristics of a place/region.		Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- What is 'government' and what does the government do?
- How do people and groups decide how to make the world a different place?

CCSS Standard #	Objective(s): The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes						Common Learning Experiences
HIST 2.1-2.11	I can examine how a community is shaped by the different views of people and groups in the community. Capstone Books: Traditions Around the World, Games Around the World I can examine the reasons why people take action in their community to make it a better place.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Explore how people and groups with different views shaped a community. Explore what causes people in our schools and community to take action to make the world a better place.
		x	Constructed Response	**CT Core Standards**: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3							
		x	Performance								
		x	Observation								
CIV 2.1-2.7	I can explain what a government is. I can explain what a government does. I can explain what freedom is. I can examine the responsibilities that come from freedom.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Explore different ways students can make a difference in their community. Explore the roles and responsibilities of a government.
		x	Constructed Response	**CT Core Standards**: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3							
		x	Performance								
		x	Observation								

												Explore what it means to be free and what responsibilities come with freedom.
ECO 2.1-2.3	I can examine the differences individuals and groups make by where they live and what they have. I can explain how my family makes decisions about what to buy and how to spend money. I can explain how my school makes decisions about what to buy and how to spend money.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Explore how individuals and groups make a difference by influencing how we live and what we have. Explore how families and schools make decisions about what to buy and how to spend their budget.
		x	Constructed Response	**CT Core Standards**: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3							
		x	Performance								
		x	Observation								
GEO 21-2.6	I can examine how the environment affects people's lives.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Explore how the environment of our city has changed over time.
		x	Constructed Response	**CT Core Standards**: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3							
		x	Performance								
		x	Observation								

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
		Exposure to additional grade level content around local and national government including methods used to address challenges and problems that arise. Inquiry and study of additional community organizations and their role with supporting our community. Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts.	Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of government.

RESOURCES

Books:
- What Makes a Community?
- How Can People Help Communities?
- Show Me Community Helpers
- How Can We Help Out in Our Community?
- Firefighters
- Librarians Help
- Firefighters Help
- Nurses Help
- Police Officers Help
- A Day in the Life of an Emergency Medical Technician
- Using Maps
- The World of Maps
- Traditions Around the World
- Games Around the World

- Module 3/Set 1 - Right to Learn
- Module 3/Set 2 - Extraordinary
- Module 3/Set 3 - Uniting Communities
- Module 3/Set 4 - I Voted

UNIT 2: Rights and Responsibilities of Citizens in Society (Bristol)			
UNWRAPPED STANDARDS			
Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary
HIST 2.1-2.11	HIST 2.1 Create a chronological sequence of multiple events. HIST 2.2 Compare life in the past to life today. HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change. HIST 2.4 Explain perspectives of people in the past to those of people in the present. HIST 2.5 Compare different accounts of the same historical event. HIST 2.6 Identify different kinds of historical sources. HIST 2.7 Explain how historical sources can be used to study the past. HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself. HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development. HIST 2.10 Generate possible reasons for an event or development in the past. HIST 2.11 Select which reasons might be more likely than others to explain a historical event or	x Content Knowledge x Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill x Product Development Learning Behavior	Chronological Sequence Events Compare Past Shaped Significant Historical Perspectives Accounts Sources Maker Information Particular Development

	development.				
CIV 2.1-2.7	CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority. CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group. CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. CIV 2.4 Compare their own point of view with others' perspectives. CIV 2.5 Explain how people can work together to make decisions in the classroom. CIV 2.6 Identify and explain how rules function in public (classroom and school) settings. CIV 2.7 Describe how people have tried to improve their communities over time.	x	Content Knowledge	Communities Accomplish Task Common Responsibilities Rules Democratic Principles Equality Fairness Legitimate Authority Rules Perspectives Point of view Function Improve Community
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
ECO 2.1-2.3	ECO 2.1 Explain how scarcity necessitates decision-making. ECO 2.2 Identify the benefits and costs of making various personal decisions. ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.	x	Content Knowledge	Scarcity Necessity Benefits Costs Decisions Services Goods Local Produce produced
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
GEO 2.1-2.6	GEO 2.1 Construct geographic representations of familiar places. GEO 2.2 Use geographic representations to describe places and interactions that shape them.	x	Content Knowledge	Environment Affects Culture places/regions Environmental Characteristics
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	

| GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of a place.
GEO 2.4 Explain how the environment affects people's lives.
GEO 2.5 Explain how humans affect the culture and environment of places/regions.
GEO 2.6 Identify cultural and environmental characteristics of a place/region. | Learning Behavior | |

UNIT ESSENTIAL QUESTIONS
● How have people tried to improve communities over time? ● How have actions of people in the past influence our community today? ● What are the different roles people play in our local community and how does their work affect our lives and the decisions we make in our town? ● What does it mean to make a difference in your community? ● What are the rights and responsibilities of citizens within a community? ● How do needs and wants affect how communities are formed and how they function? ● How do things we use get to our community? ● What services are provided in our town? ● How does where we live affect how we live? ● How can maps help us to learn about the important places in our town?

CCSS Standard #	Objective(s): The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes							Common Learning Experiences
HIST 2.1-2.11	I can examine how the actions of people in the past influence our community today. I can identify the different roles people play in our local community.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Explore historical landmarks and their significance Examine the lives of people who have promoted the common good including issues of equality, justice, and the rights of the individual Explore different ways
		x	Constructed Response	**CT Core Standards**: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3							
		x	Performance								
		x	Observation								

	I can examine how the roles people play in our community affect our lives and decisions made in our town.											students can make a difference in their community Explore past events and the impact on the present day
CIV 2.1-2.7	I can explain what it means to make a difference in your community. I can explain what the rights and responsibilities of citizens within a community are.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Explore Bristol's town government Explore how individuals make a difference/ impact Bristol community Explore community service opportunities
		x	Constructed Response	**CT Core Standards**: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3								
		x	Performance									
		x	Observation									
ECO 2.1-2.3	I can explain what wants and needs are. Capstone Books: Wants vs Needs: Possessions, Clothes, and A Place to live. I can discuss how our needs and wants affect how communities are formed. I can discuss how our needs and wants function in a community. I can explain how things we use get to our community. Capstone Books: Where Do Vegetables Come From? Where Does Fruit Come From? Where Do Grains Come From ? How Do Animals Give Us Food?	x	Selected Response	x	Reading	x	Writing		Math		Tech	Study of goods, resources, wants/needs Explore topics of how we get our foods/grains/meats
		x	Constructed Response	**CT Core Standards**: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3								
		x	Performance									
		x	Observation									

	I can discuss services provided in our town.										
GEO 2.1-2.6	I can discuss where we live affects how we live. I can use a map to help me learn about important places in our town.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Explore current Bristol maps of community Explore Bristol historical landmarks
		x	Constructed Response	**CT Core Standards**: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3								
		x	Performance									
		x	Observation									

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
		Exposure to additional grade level content around local and national government roles and responsibilities such as that of mayors, previous mayors, presidents, etc. including methods used to address challenges and problems that arise under their leadership. Inquiry and study of additional community organizations and their role with supporting our community. Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts.	Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of citizenship and roles and responsibilities.
RESOURCES			

Possible Slide deck
Books:
- The U.S. Constitution
- The U.S Presidency
- Abraham Lincoln
- Booker T. Washington
- Election Day
- Our Heroes
- Mae Jemison
- Wants Versus Needs: A Place to Live
- Wants Versus Needs: Clothes
- Wants Versus Needs: Possessions
- Where Do Vegetables Come From
- Where Do Fruits Come From
- Where Do Grains Come From
- How Do Animals Give Us Food
- At a Factory
- Oranges: From Fruit to Juice
- Needs and Wants
- Spend Money
- Save Money
- Learn About Money
- Make Money Choices
- Staying Safe on the Playground
- Staying Safe on the School Bus

Unit 3: People from the Past who Contribute to Society		
UNWRAPPED STANDARDS		
Standard	Type of Standard	Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary
HIST 2.1-2.11	HIST 2.1 Create a chronological sequence of multiple events. HIST 2.2 Compare life in the past to	x Content Knowledge	Chronological Sequence Events
		Skill (Problem-Solving, Writing,	

	life today. HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change. HIST 2.4 Explain perspectives of people in the past to those of people in the present. HIST 2.5 Compare different accounts of the same historical event. HIST 2.6 Identify different kinds of historical sources. HIST 2.7 Explain how historical sources can be used to study the past. HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself. HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development. HIST 2.10 Generate possible reasons for an event or development in the past. HIST 2.11 Select which reasons might be more likely than others to explain a historical event or development.		Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior	Compare Past Shaped Significant Historical Perspectives Accounts Sources Maker Information Particular Development
CIV 2.1-2.7	CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority. CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.	x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior	Communities Accomplish Task Common Responsibilities Rules Democratic Principles Equality

	CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. CIV 2.4 Compare their own point of view with others' perspectives. CIV 2.5 Explain how people can work together to make decisions in the classroom. CIV 2.6 Identify and explain how rules function in public (classroom and school) settings. CIV 2.7 Describe how people have tried to improve their communities over time.			Fairness Legitimate Authority Rules Perspectives Point of view Function Improve Community
ECO 2.1-2.3	ECO 2.1 Explain how scarcity necessitates decision-making. ECO 2.2 Identify the benefits and costs of making various personal decisions. ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.	x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior	Scarcity Necessity Benefits Costs Decisions Services Goods Local Produce produced
GEO 2.1-2.6	GEO 2.1 Construct geographic representations of familiar places. GEO 2.2 Use geographic representations to describe places and interactions that shape them. GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of a place. GEO 2.4 Explain how the environment affects people's lives.	x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior	Environment Affects Culture places/regions Environmental Characteristics

GEO 2.5 Explain how humans affect the culture and environment of places/regions. GEO 2.6 Identify cultural and environmental characteristics of a place/region.			

UNIT ESSENTIAL QUESTIONS

- How have the actions and beliefs of people throughout time made an impact on society?
- What is your role in society?
- What evidence do we have that individuals have impacted society?
- How and why do we remember certain people and how do we honor their thinking and influence?
- How do we know individuals or people have made a difference in society?
- Who are the people who have impacted Bristol in the past and how have they impacted the way we live today?
- What were the contributions/goods and services made by individuals and groups?
- How has the economic choices of those from the past impacted the economic choices we make today?
- How have humans affected the culture and the environment of the communities we live in? (Town, state, country)
- How can maps help us learn more about the significant changes that people have made in our community?

CCSS Standard #	Objective(s): The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes						Common Learning Experiences
HIST 2.1-2.11	I can discuss how individuals made an impact on society with evidence. I can explain why and how we remember certain people. I can explain why we honor their thinking.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Study of famous Americans such as Booker T. Washington, Mae Jemison, Madam C.J. Walker and George Washington Carver and their contributions to society.
		x	Constructed Response	**CT Core Standards**: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3							
		x	Performance								
		x	Observation								

CIV 2.1-2.7	I can explain how individuals and people made a difference in our society. I can identify who the people are that have impacted Bristol in the past. I can discuss how the people in Bristol impacted the way we live today.	x	Selected Response	x	Reading		Writing		Math		Tech	Study of important people in Bristol's town government and school system such as Mayor, councilman, BOE members, and Superintendent. Study of famous Bristol citizens and their impact and contribution to Bristol.
		x	Constructed Response	**CT Core Standards**: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3								
		x	Performance									
		x	Observation									
ECO 2.1-2.3	I can explain the different goods and services made by individuals and groups. I can discuss how the economic choices of the people of the past have impacted the economic choices we make today.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Study of famous Americans and the impact on services and goods such as Madam C.J. Walker and George Washington Carver. Explore economic differences between then and now.
		x	Constructed Response	**CT Core Standards**: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3								
		x	Performance									
		x	Observation									
GEO 2.1-2.6	I can discuss how humans have affected the culture and the environment we live in. (Town, state, country) I can use a map to help me learn more about the significant changes people have made in our community.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Study maps from the past and compare them to present maps. Use of Google Earth. Study of Bristol through the Bristol Historical Society.
		x	Constructed Response	**CT Core Standards**: CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.RI.2.1-10 CCSS.ELA-Literacy.W.2.1-2 CCSS.ELA-Literacy.W.2.7-10 CCSS.ELA-Literacy.L.2.1-3								
		x	Performance									
		x	Observation									

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**

		Exposure to additional grade level content around famous Americans and their contributions and impact on economics and civics. Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts.	Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of important contributions to society and Bristol.

RESOURCES

- Madam C.J Walker
- George Washington Carver
- History Around You
- Then and Now
- Talking About the Past
- Finding Out About Your Family History
- Families Then and Now
- History Rocks
- River Communities Past and Present
- Desert Communities Past and Present
- Arctic Communities Past and Present
- Plains Communities Past and Present

Geodes:
- Module 2/Set 1 - Looking West
- Module 2/Set 2 - Go West
- Module 2/Set 3-Mountains Majestic
- Module 2/Set 4 - Mavericks of the West
- Module 3/Set 1 - Right to Learn
- Module 3/Set 2 - Extraordinary
- Module 3/Set 3 - Uniting Communities
- Module 3/Set 4 - I Voted