

**Curriculum Writing Notes:**

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise). Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Grade 2 Social Studies	Social Studies	Grade 2	N/A
<b>Course Description:</b>			
<p>In Grade 2, students explore how people contribute to society. Students investigate democratic principles, leadership in the past and present, and how decisions are made within local, national, and global communities. Students investigate how people work together and make decisions using disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communication of knowledge and ideas about people's contributions to society.</p>			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
Unit 1 Government slide deck  Unit 2 Rights & Responsibilities of Citizens in Society & Bristol slide deck  Unit 3 People from the Past that contributed to Society slide deck  Capstone Grade 2 Box with aligned books		Communication <ul style="list-style-type: none"> <li>Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact</li> </ul> Empathy <ul style="list-style-type: none"> <li>Demonstrating understanding of others perspectives and needs</li> <li>Understand the concept of community as a means for supporting others in need</li> </ul> Critical Thinking and Problem Solving <ul style="list-style-type: none"> <li>Collect, assess and analyze relevant information</li> </ul> Civic Literacy <ul style="list-style-type: none"> <li>Understand the local and global implications of civic decisions</li> <li>Understand other nations and cultures including the use of non-English language</li> </ul>	
<b>Additional Course Information:</b> <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to <a href="#">Completed Equity Audit</a>	

Who are the diverse populations and people that live in your community, now and in the past?

How do citizens affect change in their community?

How do people in communities work together?

How do leaders make decisions?

## Standard Matrix

### [CT Elementary and Secondary Social Studies Standards](#)

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
<b>Dimension 1- Develop Questions and Plan Inquiries</b>			
2.Inq.1.a. Explain why a compelling question about a significant person, event, or issue in a community is important to the student.	X	X	X
2.Inq.1.b. Identify facts and concepts related to compelling and supporting questions	X	X	X
2.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	X	X	X
<b>Dimension 2- Apply Disciplinary Concepts and Tools</b>			
2.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.	X	X	X
<b>Dimension 3- Evaluate Sources and Use Evidence</b>			
2.Inq.3.a. Gather relevant information from one or two sources about a significant person, event, or issue in a community while using origin and structure to guide the selection.	X	X	X
2.Inq.3.b. Evaluate a source by distinguishing between fact and opinion.multiple sources.	X	X	X
<b>Dimension 4- Communicate Conclusions and Take Informed Action</b>			
2.Inq.4.a. Construct arguments with reasons	X	X	X
2.Inq.4.b. Construct explanations using correct sequence and relevant information.	X	X	X
2.Inq.4.c. Ask and answer questions about arguments and explanations.	X	X	X
2.Inq.4.d. Present a summary of an argument using print, oral, or digital technologies.	X	X	X
2.Inq.4.e. Identify and explain a range of local, regional, and global problems, and some ways in which people can and are trying to address these problems.	X	X	X
2.Inq.4.f. Use listening, consensus-building, and voting procedures to take action	X	X	X

in the classroom.			
<b>2-1. Working Together as a Community</b>			
2.Civ.1.a. Describe the roles and responsibilities of local officials.		X	X
2.Civ.5.a. Explain the role and responsibilities of a local government.		X	X
2.Civ.6.a. Describe how individuals and groups work interdependently to improve their community.	X	X	X
2.Civ.6.b. Describe how families are structured to accomplish common tasks, establish responsibilities, and fulfill roles.	X	X	X
2.Civ.8.a. Describe how democratic principles such as equality, fairness, respect for legitimate authority, participation by citizens, and rules are important to a community	X	X	X
2.Civ.10.a. Compare one's own perspective about a community issue with that of the perspective of others (e.g., differing opinions on park improvements, water use, recycling).		X	X
2.His.1.a. Employ chronological thinking to create a timeline of multiple events in one's life or community where people worked together.		X	X
2.His.4.a. Compare needs of the community today to its needs in the past (e.g., education, land use, safety, transportation, housing).	X	X	X
2.Geo.1.a. Demonstrate spatial awareness by creating a community map illustrating physical and human-made features.		X	X
2.Geo.2.a. Describe change over time in the local community using information from maps, graphs, and photographs.			X
2.Geo.3.a. Identify the cultural and environmental features of the local community using maps, globes, and representations of cultural practices.			X
<b>2-2. Leadership Past and Present</b>			
2.His.3.a. Develop questions about diverse individuals or groups recognized for contributions to their community or the United States past and present			X
2.His.6.a. Compare different accounts about the same person who or event that contributed to the community (e.g., book, diary, video, website).			X
2.His.9.a. Identify sources that can be used to learn about past and present national, state, and local leaders (e.g., articles, books, diaries, photographs, videos).			X
2.His.11.a. Identify the maker, date, and place of origin of historical sources about community leaders using information included in the source itself. .			X
2.His.12.a. Develop questions about a historical source as it pertains to a significant person, event or development.			X
2.His.14.a. Generate reasons about why national and state observances and celebrations have been established to honor individuals, groups, and events in the			X

United States			
<b>2-3. Decision-Making in our World</b>			
2.Geo.4.a. Explain how climate, weather, and environmental characteristics influence the decisions people make in their community.		X	X
2.Eco.1.a. Explain how scarcity and abundance influences decision-making in the community.		X	
2.Eco.7.a. Explain the costs of making goods within a community.		X	
2.Eco.12.a. Describe examples of goods and services the government provides (e.g., education, healthcare, roads, sewers, libraries, safety).		X	
2.Eco.13.a. Describe the types of human and physical capital resources used by governments and businesses to respond to community needs (e.g., education, machinery, skilled labor, training, transportation, workplaces).	X	X	
2.Civ.14.a. Describe how people have tried to improve communities to meet the needs of and create more equity for residents both past and present.	X	X	X

*If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit*

[Unit 1: Government](#)

[Unit 2: Rights and Responsibilities of Citizens in Society \(Bristol\)](#)

[Unit 3: People from The Past that Contribute to Society](#)

<b>Unit Title:</b>								
Unit 1: Government								
<b>Relevant Standards: Bold indicates priority</b>								
See above								
<b>Essential Question(s):</b>		<b>Enduring Understanding(s):</b>						
<p>Students will apply disciplinary concepts to investigate compelling questions such as:</p> <p>What is 'government' and what does the government do?</p> <p>How do people and groups decide how to make the world a different place?</p>		<p>Students will be able to identify how people work together through government to affect change while exploring the rights and responsibilities of active citizens within communities. Identifying American democratic principles and values such as liberty, freedom, justice, and equality will enable students to discover how their values and decisions impact others around them.</p>						
<b>Demonstration of Learning:</b>		<b>Pacing for Unit</b>						
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Development of questions</li> <li>• Planning inquiries</li> <li>• Evaluate sources</li> <li>• Use Evidence</li> <li>• Communicate conclusions</li> </ul>		6 weeks						
<b>Family Overview (link below)</b>		<b>Integration of Technology:</b>						
<a href="#">Grade 2 Unit 1 Family Memo</a>		<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>						
<b>Unit-specific Vocabulary:</b>		<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>						
<b>Academic Vocabulary</b> <table border="1" data-bbox="110 1686 797 1812"> <tr> <td>Generate</td> <td>Explain</td> <td>Compare</td> </tr> <tr> <td>Describe</td> <td>identify</td> <td>Evidence</td> </tr> </table>		Generate	Explain	Compare	Describe	identify	Evidence	Unit 1 Slide deck Capstone Grade 2 Box of books
Generate	Explain	Compare						
Describe	identify	Evidence						

**Content Vocabulary**

Advocacy	Action	Direct service
Indirect service	Research	Community
pros	cons	Wants
swapping	Needs	Freedom
Rights and responsibilities	Goods	Service
Increase	decrease	Saving
Spending	Scarce	available
Supply	Demand	

**Opportunities for Interdisciplinary Connections:**

CCCS. ELA-Reading: Informational Texts: Standards 1-10  
 CCCS. ELA Foundational Skills: Standard 4  
 CCSS.ELA-Writing: Standards 1-3, 5 and 8  
 CCCS. ELA- Speaking and Listening: Standards 1-6  
 CCCS. ELA-Language: Standards 1-4

**Anticipated misconceptions:**

Students may have misconceptions of:

- Reading and interpreting the key map
- Understanding the differences between needs and wants

**Connections to Prior Units:**

Students will enter Grade 2 having explored citizenship, needs of a community and geography.

Under Dimension 2, Grade 2 students will have engaged in learning (from Grade 1) to build on the following Grade 2 standards:

1.His.3.a.  
 1.His.6.a.  
 1.Geo.3.b  
 1.Civ.8.a.  
 1.Civ.8.b  
 1.Civ.12.a

The above listed standards are precursor standards for the grade 3 standards.

**Connections to Future Units:**

Students will build upon what they learned in unit 1 and expand on their knowledge of government through the study of Rights and Responsibilities of Citizens in unit 2 and the study of the People from the Past that Contribute to Society in unit 3.

**Differentiation through *Universal Design for Learning*****UDL Indicator**

3 Building Knowledge

**Teacher Actions:**

- Connect prior knowledge to new learning (3.1)

<p>9 Emotional Capacity</p> <p>1 Perception</p>	<ul style="list-style-type: none"> <li>• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)</li> <li>• Cultivate multiple ways of knowing and making meaning (3.3)</li> <li>• Maximize transfer and generalization</li> <li>• Recognize expectations, beliefs, and motivations (9.1)</li> <li>• Develop awareness of self and others (9.2)</li> <li>• Represent a diversity of perspectives and identities in authentic ways (1.3)</li> </ul>
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**Supporting Multilingual/English Learners**

**Related CELP standards:**

An EL with guidance and support, can participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to.

**Learning Targets:**

- I can participate in conversations and discussions using academic and domain specific vocabulary


<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1-2	I can explore what life would be like with no rules.	I can make a list of pros and cons.  I can read & discuss the School with No Rules.	Game without rules  Text The School with No Rules
3	I can explore the history of money.	I can watch the video The Story of Money.	Video Story of Money
4	I can determine how leaders use rules and systems to lead.	I can take a position on rules and the money system.	What's your Position task
5	I can determine what makes a community.	I can learn about the characteristics of a community.  I can chart out responsibilities of citizens (recycling, keeping town/classroom clean).	
6	I can explore what taking action and advocacy means.	I can watch and discuss the video.	Understanding Advocacy & Action video

7	I can examine how a community is shaped by the different views of people and groups in the community.	I can explore what makes a community, traditions, and games around the world.	Books: What Makes a Community Traditions Around the World Games Around the World
8	I can examine why people take action in their community to make it a better place.	I can discover the different types of services (direct vs. indirect).	
9	I can examine how and why people take action in their community to make it a better place.	I can explore texts about recycling, helping communities and animals.	Capstone Books: How Can we Help out in our Community How can People help Communities
10	I can explain what a government is and what it does.	I can make a class chart of the purpose of government.	Poster paper for class chart Video on purpose of government
11	I can explain what freedom is and the rights and responsibilities of a citizen.	I can watch and discuss laws, rights and responsibilities.	Poster paper for Bill of Rights
12	I can explain what freedom is and the rights and responsibilities of a citizen.	I can read and discuss and learn about freedom and rights and responsibilities.	Capstone books: The U. S. Constitution The U. S. Presidency Election Day
13	I can examine economics.	I can explore spending and saving.	Video Economics for Kids
14	I can explain how my family makes decisions about what to buy and how to spend money.	I can explore making choices about spending vs. saving.	Capstone books: Learn About Money Make Money Choices Spend Money Save Money
15	I can explain how my school makes decisions about what to buy and how to spend money.	I can learn about the rules and process for spending money.	Video Budgets
16	I can examine the differences individuals and groups make by where they live and what they have.	I can determine the need for goods and movement within a town (Bristol).	
17	I can examine how the environment affects people's lives.	I can discuss physical features of the environment.  I can explore changes over time in an environment.	Capstone books: Desert communities past and present Plains communities past and present River communities past and present



			Arctic communities past and present
18	I can explore different ways students can make a difference in their community.	I can make a list of ways to help the community.	
19	I can decide how I would spend money.	I can determine how to spend the money for my cause.	
20	I can determine how to use natural resources in a healthy way.	I can plan out meal and determine where the goods come from.	Capstone Texts: From Farm to Fork
21	I can plan to interview a community helper with my class.	I can come up with interview questions.	
22-25	I can tell the classroom and school rules and why we need to follow them.	I can read and discuss the author's message.	Capstone Texts: What Rules Should We Have in Our Classroom? Why SHould We Keep Our Classroom Clean? How You Can Be a Good Friend
26	I can explain how people work together to make decisions.	I can determine easy and difficult choices.	Decision Video
27-30	I can take informed action.	I can develop an plan and solution for a group identified problem.	

<b>Unit Title:</b>	
Unit 2: Rights and Responsibilities of Citizens in Society (Bristol)	
<b>Relevant Standards: Bold indicates priority</b>	
See above	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
Students will apply disciplinary concepts to investigate compelling questions such as: 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?	Students will be able to identify the impact that people and groups have on our local community past and present. They will explore the various jobs and roles of citizens who contribute to our towns' story including the impact community workers have on our economy.

<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>																					
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> <li>Development of questions</li> <li>Planning inquiries</li> <li>Evaluate sources</li> <li>Use Evidence</li> <li>Communicate conclusions</li> </ul>	6 weeks																					
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>																					
<p> <a href="#">Grade 2 Unit 2 Family Memo</a></p>	<p><i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i></p>																					
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>																					
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Generate	Explain	Compare																				
Describe	identify	Evidence																				
Community	Leaders	Needs																				
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Local government	roles	Responsibilities																				
Superintendent	Community helpers	Characteristics & traits																				
Historical landmark	Significance																					
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>																					
<p>CCCS. ELA-Reading: Informational Texts: Standards 1-10          CCCS. ELA Foundational Skills: Standard 4          CCSS.ELA-Writing: Standards 1-3, 5 and 8          CCCS. ELA- Speaking and Listening: Standards 1-6</p>	<p>Students may have misconceptions of: Roles and responsibilities of citizens in Bristol</p>																					

CCCS. ELA-Language: Standards 1-4			
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
<p>Students will enter Grade 2 having explored citizenship, needs of a community and geography. :</p> <p>Under Dimension 2, Grade 2 students will have engaged in learning (from Grade 1) to build on the following Grade 2 standards:</p> <p>1.His.3.a. 1.His.6.a. 1.Geo.3.b 1.Civ.8.a. 1.Civ.8.b 1.Civ.12.a</p> <p>The above listed standards are precursor standards for the grade 3 standards.</p>		<p>Students will build upon what they learned in unit 1 and expand on their knowledge of government through the study of Rights and Responsibilities of Citizens in unit 2 and the study of the People from the Past that Contribute to Society in unit 3.</p>	
<b>Differentiation through <u>Universal Design for Learning</u></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
3 Building Knowledge		<ul style="list-style-type: none"> <li>• Connect prior knowledge to new learning (3.1)</li> <li>• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)</li> <li>• Cultivate multiple ways of knowing and making meaning (3.3)</li> <li>• Maximize transfer and generalization</li> </ul>	
9 Emotional Capacity		<ul style="list-style-type: none"> <li>• Recognize expectations, beliefs, and motivations (9.1)</li> <li>• Develop awareness of self and others (9.2)</li> </ul>	
1 Perception		<ul style="list-style-type: none"> <li>• Represent a diversity of perspectives and identities in authentic ways (1.3)</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <u>CELP standards:</u></b>		<b>Learning Targets:</b>	
An EL with guidance and support, can participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to.		<ul style="list-style-type: none"> <li>• I can participate in conversations and discussions using academic and domain specific vocabulary</li> </ul>	
<b>Lesson</b>	<b>Learning Target</b>	<b>Success Criteria/</b>	<b>Resources</b>

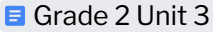
Sequence		Assessment	
1	I can explore types of communities.	I can learn about the characteristics of communities.	Communities for Kids video
2	I can explore the local government departments.	I can come up with questions for my local government.	
3	I can determine the role of the mayor of Bristol.	I can identify important town officials.	Mayor's website
4	I can determine the role of Bristol's City Council.	I can identify important town officials.	City Council website
5	I can determine the role of Bristol Public Schools.	I can identify the superintendent of schools.	
6	I can identify the different roles people play in our local community.  I can examine how the roles people play in our community affect our lives and decisions made in our town.	I can discuss the jobs and impact people make on a community.	Capstone books: Show Me Community Helpers How Can People Help Communities
7-10	I can explain what the rights and responsibilities of citizens within a community are.  I can explain what it means to make a difference in your community.	I can explore different jobs.  I can explore how members have an impact on a community.	Capstone books: Firefighters Help Police Officers Help Nurses Help Firefighters Help Librarians Help
11	I can brainstorm characteristics (personality traits/actions) that represent the qualities of people who have made a difference.	I can compile a list of characteristics and traits.	
12-14	I can brainstorm characteristics (personality traits/actions) that represent the qualities of people who have made a difference.  I can identify the people in Bristol's town government.	I can compile a list of characteristics and traits.	Bristol's City Council website
15-20	I can create a list of historical landmarks in Bristol and explain their significance.	I can create a list.  I can explore and discuss the following landmarks: <ul style="list-style-type: none"> <li>• Memorial Boulevard</li> <li>• Soldiers Monument in West</li> </ul>	Bristol Historical Society website  Map

		<p>Cemetery: Federal Hill:</p> <ul style="list-style-type: none"> <li>● The Clock Museum</li> <li>● The Carousel Museum</li> <li>● The Armory</li> <li>● Lake Compounce</li> <li>● Muzzy Field</li> </ul>	
21-23	I can locate historical landmarks on a map.	I can find important landmarks using the map of Bristol.	Map
24-25	<p>I can explain what wants and needs are.</p> <p>I can discuss how our needs and wants affect how communities are formed.</p> <p>I can discuss how our needs and wants function in a community.</p>	<p>I can explain how things we use get to our community.</p> <p>I can discuss services provided in our town.</p>	<p>Capstone Books:  Things I Want and Things I Need  Possessions  Clothes  A Place to live  Where Do Vegetables Come From?  Where Does Fruit Come From?  Where Do Grains Come From ?  How Do Animals Give Us Food?</p> <p>Needs/wants sorting activity</p>
26-30	I can take informed action.	<p>I can discuss community service opportunities.</p> <p>I can plan with a group.</p> <p>I can collaborate with my group to execute our plan.</p> <p>I can assess the impact of our group project.</p>	

**Unit Title:**

Unit 3: People from The Past that Contribute to Society

**Relevant Standards: Bold indicates priority**

See above																
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>															
<p>Students will apply disciplinary concepts to investigate compelling questions such as:</p> <p>How have the actions and beliefs of people throughout time made an impact on society?            What is your role in society?            Who are the people who have impacted Bristol in the past and how have they impacted the way we live today?</p>	<p>Students will be able to identify people who have made a difference in society, and how and why we remember their contributions from the past and make connections to our society and world today.</p>															
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>															
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <p>Development of questions            Planning inquiries            Evaluate sources            Use Evidence            Communicate conclusions</p>	6 weeks															
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>															
<p> Grade 2 Unit 3</p>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>															
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>															
<p><b>Academic Vocabulary</b></p> <table border="1"> <tr> <td>Generate</td> <td>Explain</td> <td>Compare</td> </tr> <tr> <td>Describe</td> <td>identify</td> <td>Evidence</td> </tr> </table> <p><b>Content Vocabulary</b></p> <table border="1"> <tr> <td>inventor</td> <td>Inventions</td> <td>Impact</td> </tr> <tr> <td>Honor</td> <td>Map</td> <td>culture</td> </tr> <tr> <td>Local</td> <td>roles</td> <td>Responsibilities</td> </tr> </table>	Generate	Explain	Compare	Describe	identify	Evidence	inventor	Inventions	Impact	Honor	Map	culture	Local	roles	Responsibilities	<p>Unit 3 Slide deck            Capstone Grade 2 Box of books</p>
Generate	Explain	Compare														
Describe	identify	Evidence														
inventor	Inventions	Impact														
Honor	Map	culture														
Local	roles	Responsibilities														



1 Perception		<ul style="list-style-type: none"> <li>Represent a diversity of perspectives and identities in authentic ways (1.3)</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <u>CELP standards:</u></b>		<b>Learning Targets:</b>	
An EL with guidance and support, can participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to.		<ul style="list-style-type: none"> <li>I can participate in conversations and discussions using academic and domain specific vocabulary</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	I can review what I have learned about the local government departments.	I can explore the rights and responsibilities in Bristol.	
2	I can generate a list of holidays that are celebrated.	I can make a list.	Calendar
3	I can explore and learn about historical social activists.  I can explain how individuals and people made a difference in our society.	I can learn about MLK Jr.	Our Heroes book
4	I can learn about American Inventors.	I can learn about different inventors and inventions (i.e. Samuel Morse, Alexander Graham Bell, Thomas Edison, and Orville and Wilbur Wright).	American Inventors video
5	I can identify who the people are that have impacted Bristol in the past.  I can discuss how Albert Rockwell from Bristol impacted the way we live today.	I can learn about Albert Rockwell.	Rockwell Park video
6	I can discuss how people have affected the culture and the environment we live in. (Town, state, country).	I can read and discuss the text History Around You.	Capstone book: History Around You
7	I can use a map to help me learn more about the significant changes people have made in our community.	I can compare and contrast landscapes.	Lake Compounce Map Bristol Historical Society Images  Google Earth
8-10	I can gather information about famous Americans and their achievements	I can create a comparative chart.	Capstone Books: Booker T. Washington



	<p>I can discuss how individuals made an impact on society with evidence. I can explain why and how we remember certain people.</p> <p>I can explain why we honor their thinking.</p>		<p>Mae Jemison Abraham Lincoln</p>
11-12	<p>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.</p>	<p>I can read and discuss Madam C.J. Walker and George Washington Carver.</p>	<p>Scholastic Books: Madam C.J. Walker George Washington Carver</p>
13-14	<p>I can use multiple sources to research individuals that have contributed to society.</p>	<p>I can use video sources and books to compare and gather information.</p>	<p>BrainPop access I.e. Community helpers Rosa Parks MLK Jr. Ruby Bridges Harriet Tubman</p>
15-19	<p>I can explain what it means to be a changemaker.</p>	<p>I can create an action plan for an identified community need.</p>	<p>Video changemaker</p>
20-21	<p>I can explain how Martin Luther King's Vision changed the world.</p>	<p>I can read and discuss the facts within the article.</p>	<p>Article MLK Jr.</p>
22	<p>I can determine a service project to help my community.</p>	<p>I can create an action plan to help Bristol.</p>	