

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



Social Studies Grade 2

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary
Eligibility:	Grade 2
Credit Value:	N/A
Date Approved:	August 24, 2020

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**Grade Two Social Studies Assessment Rubric**

	<b>1 Needs Support</b>	<b>2 Approaching Standard</b>	<b>3 Meets Standard</b>	<b>4 Exceeds Standard</b>
<b>Evidence</b>	Student provides incorrect <b><i>and</i></b> inaccurate information for the standard.	Student provides incorrect <b><i>or</i></b> inaccurate information for the standard.	Student provides accurate information for the standard.	Student provides accurate information <b><i>and</i></b> insightful connections for the standard.
<b>Accuracy</b>	Student requires one to one support to apply the standard or skill presented.	Student requires little support to apply the standard or skill presented.	Student does not require support to apply the standard or skill presented,	Students can apply and extend learning for the standard or skill presented.
<b>Mechanics</b>	Little or no evidence of complete sentences.	Needs more attention to complete sentences.	Student produced a complete sentence(s)	Students produced complete, with correct punctuation.

**Grade 2 Social Studies Pacing Guide**

Marking Period 1	Unit	Standard	Resources
<p align="center"><b>Assessment</b> <a href="#">Assessment Rubric</a></p>		<p><b>Assessment Options</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Fair Laws Assessment Link</a></li> <li>• <a href="#">Responsibilities &amp; Respect Assessment</a></li> </ul>	
<p><b>Teach by the end of Making Meaning Unit 2</b></p>	<p><b>Community &amp; Laws</b></p>	<p><b>6.1.4.A.1</b> Explain how rules and laws are created for the common good</p> <p><b>6.3.4.A.1</b> Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p> <p><b>6.1.4.A.3</b> Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of the United States government.</p> <p><b>6.1.4.A.11</b> Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p><b>6.3.4.A.2</b> Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.</p>	<p><b>Harcourt SS</b> Unit 1, Lesson 1 “Citizens in a Community” “Points of View” Unit 1, Lesson 2 “Government for the People” Unit 1, Lesson 3 “Our Leaders” Unit 1, Citizenship Books for Everyone</p> <p><b>Collaborative Literacy Connections</b></p> <ul style="list-style-type: none"> <li>• Girl Wonder: A Baseball Story in Nine Innings (MM: Unit 1: Week 3)</li> <li>• Jamaica Tag-Along (MM: Unit 2: Week 1)</li> <li>• The Three Little Pigs (MM: Unit 2: Week 3)</li> </ul> <p><b>Additional Resources</b> <b>BrainPopJr.</b> <a href="#">Rights &amp; Responsibilities</a> <a href="#">Community Helpers</a> <a href="#">School</a></p> <p><b>Learning A-Z/Raz</b> Laws for Kids- Realistic (fiction), 192 words, Level G (Grade 1), Lexile 460L <a href="#">Can I Vote? Leveled Book</a>, Realistic (fiction), 541 words, Level M (Grade 2), Lexile 530L</p> <p><b>Holidays to Discuss</b> Labor Day, Patriots Day, Columbus Day, Election Day</p>
<p><a href="#">21st Century Skills</a></p>			

**Grade 2 Social Studies Pacing Guide**

Marking Period 2	Unit	Standard	Resources
<p style="text-align: center;"><b>Assessment</b> <a href="#">Assessment Rubric</a></p>		<p><b>Assessment Options (Choose one)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Local Issue and Action Plan</a></li> <li>• Explain the ways that Dr. Martin Luther King Jr. changed our country</li> </ul>	
<p><b>Teach during or by the end of Making Meaning Unit 3</b></p>	<p><b>American Heroes: Dr. Martin Luther King, Jr.</b></p>	<p><b>6.1.4.A.10</b> Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p><b>6.3.4.A.3</b> Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p>	<p><b>Harcourt SS</b> Unit 4, Biography Dr. Martin Luther King, Jr. Unit 1, 1Q- Lawmaker Role Play: Identify the Issue Unit 4, Lesson 2, “Early America” (Thanksgiving)</p> <p><b>Additional Resources:</b> <b>BrainPopJr.</b> <a href="#">Thanksgiving</a> <a href="#">Martin Luther King, Jr.</a></p> <p><b>Learning A-Z/Raz-</b> <a href="#">Martin Luther King Jr.</a> Levels M R V <a href="#">Dr. King's Memorial</a> Levels H K N</p> <p><b>Discovery Education-</b> <a href="#">Martin Luther King, Jr. Memorial</a> <a href="#">Celebrate with DE: Martin Luther King, Jr. Day</a> <a href="#">The History of Thanksgiving</a></p> <p><b>Holidays to Discuss</b> <a href="#">Thanksgiving</a> <a href="#">Martin Luther King</a></p>
<p><b>Teach during or by the end of Making Meaning Unit 4</b></p>	<p><b>People in the Market Place</b></p>	<p><b>6.1.4.C.6</b> Describe the role and relationship among households, businesses, laborers, and governments within the economic system</p>	<p>Unit 6: Citizenship “Countries Help Each Other” Unit 6, Lesson 1 Producers and Consumers Unit 6, Lesson 2 Work and Income</p>

			<p>Unit 6, Lesson 3 From Factory to You                  Unit 6, Lesson 4 How Much and How Many</p> <p><b>Collaborative Literacy Connections:</b></p> <ul style="list-style-type: none"> <li>• “Babu’s Song” (MM: Unit 4: Week 1)</li> <li>• “Erandi’s Braids” (MM: Unit4: Week 2)</li> </ul> <p><b>Additional Resources:</b>  <b>BrainPopJr.</b>  <a href="#">Goods and Services</a>  <a href="#">Needs and Wants</a>  <a href="#">Saving and Spending</a></p>
<p><u><a href="#">21st Century Skills</a></u></p>		<p><b>NJSLS Technology</b>                  8.2.2.A.1 Define products produced as a result of technology or of nature.                  8.2.2.A.5 Collaborate to design a solution to a problem affecting the community                  8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.                  8.2.2.B.2-Demonstrate how reusing a product affects the local and global environment.</p>	

**Grade 2 Social Studies Pacing Guide**

Marking Period 3	Unit	Standard	Resources
<p align="center"><b>Assessment</b>  <b>Assessment Rubric</b>  <a href="#"><u>Assessment Rubric</u></a></p>		<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment- Edison</b> <a href="#"><u>Reflection Questions</u></a></li> </ul>	
<p><b>Teach during Making Meaning Units 5-6 or by the end of Marking Period 3</b></p>	<p><b>Edison</b></p>	<p><b>6.1.4.A.7</b> Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p><b>6.1.4.B.1</b> Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p><b>6.1.4.C.12</b> Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p><b>6.1.4.D.11</b> Determine how local and state communities have changed over time, and explain the reasons for changes.</p>	<p><b>Harcourt SS</b>                      Unit 4, Lesson 1 People and Places Change                      Unit 4, Lesson 5 Heroes and Holidays                      Unit 4, Chart and Graph Skills “Read a Timeline”                      Leveled Reader Fact or Fiction: American Folk Heroes                      Unit 1, Lesson 3 “Our Leaders”                      Unit 1, Lesson 4 “Our Country’s Government”                      Unit 1, Lesson 5 “Community and State Government”</p> <p><a href="#"><u>Edison Unit</u></a></p> <p><b>Additional Resources:</b>  <b>BrainPopJr.</b>  <a href="#"><u>Reading Maps</u></a>  <a href="#"><u>Community Helpers</u></a>  <a href="#"><u>Branches of Government</u></a>  <a href="#"><u>Local and State Governments</u></a></p> <p><b>Literacy Connections:</b>                      Shared Resources provided by the District (<a href="#"><u>see book cover images</u></a>)  <a href="#"><u>Ducksters biography: Thomas Edison</u></a></p> <p><b>Learning A-Z/Raz-</b>  <a href="#"><u>Edison's Inventions</u></a> Level J</p>

[Thomas Edison](#) Levels J, O, R, U, & V

**Holidays to Discuss**

President's Day [Celebrate with DE: Presidents' Day](#)  
Women's History [Women's History Brainpop, Jr. Resources](#)

[21st Century Skills](#)



**Grade 2 Social Studies Pacing Guide**

Marking Period 4	Unit	Standard	Resources
<p align="center"><b>Assessment</b> <a href="#">Assessment Rubric</a></p>		<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><a href="#">Culture Questions</a></li> </ul>	
<p><b>Teach during or by the end of Making Meaning Unit 8</b></p>	<p><b>Culture</b></p>	<p><b>6.1.4.A.14</b> Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.  <b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people.  <b>6.14.D.18</b> Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.  <b>6.14.D.20</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p><b>Unit 5, Lesson 1 World Cultures</b>            Unit 5, Lesson 2 Many People, One Country            Unit 5, Lesson 3 Celebrating Culture            Unit 5, Leveled Reader Many People, Many Cultures</p> <p><b>Additional Resources:</b>  <b>BrainPopJr.-</b>  <a href="#">Ellis Island</a></p> <p><b>Learning A-Z/Raz-</b>  <a href="#">Carlos's Family Celebration</a>  <a href="#">Shoes Around the World</a>  <a href="#">World Holidays</a></p>
<p><b>Teach during or by the end of Making Meaning Unit 9</b></p>	<p><b>Environment</b></p>	<p><b>6.1.4.B.4</b> Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States</p>	<p><b>Harcourt SS</b>            Unit 2, Lesson 2 North America            Unit 2, Lesson 3 Seasons and Climate            Unit 2, Lesson 4 World Regions            Unit 2, Read a Landform Map</p> <p>Unit 3, Lesson 1 Land and Water Resources            Unit 3, Lesson 2 People Settle            Unit 3, Lesson 3 Changing Our Environment</p> <p><b>Collaborative Literacy Connections:</b></p>

			<ul style="list-style-type: none"><li>• “Giant Pandas” (MM Unit 8, Week 3)</li></ul> <p><b>Additional Resources:</b> <b>BrainPopJr.-</b> <a href="#">Rural, Suburban, and Urban</a></p> <p><b>Holidays to Discuss</b> Autism Awareness- <a href="#">GoNoodle-Light It Up Blue</a> Earth Day- <a href="#">BrainPop, Jr. Earth Day resources,</a> Discovery Education- <a href="#">The History of Earth Day</a> Memorial Day- <a href="#">Raz- Memorial Day Level N,</a> <a href="#">Celebrate with Discovery Education- Memorial Day</a> Flag Day <a href="#">Raz- Stars and Stripes Level G</a></p>
<a href="#">21st Century Skills</a>			