

**Randolph Township School District  
Randolph Elementary Schools**

**Social Studies Curriculum  
Grade 2**

“Without a sense of caring, there can be no sense of community.”  
Anthony J. D’Angelo

**Elementary Education**  
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**Randolph Township School District  
Randolph Elementary Schools  
Grade 2 ~ Social Studies**

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## **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township School District Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township School District**  
**Randolph Elementary Schools**  
**Social Studies ~ Grade 2**

Introduction

The grade two social studies curriculum will provide students with access to an academically rigorous environment designed to produce active, critical thinkers and civically competent participants in society. The major focus in this grade level is for students to understand the critical role they have as responsible and productive members of a diverse community, while investigating the people of Randolph and its rich history that has brought strength to our township. Students will engage in authentic lessons and activities, as well as collaborate with students across the district to build a deeper understanding and appreciation of the diverse cultures in our community.

The core of the curriculum has been developed in compliance with the New Jersey State Learning Standards for Social Studies and the New Jersey mandate for Holocaust Education.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Social Studies ~ Grade 2**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT – UNIT OF STUDY</b>
3 Weeks	I	Community: What Makes a Community Work?
4 Weeks	II	Citizenship, Economics, Government: How Does Our Community Work Together?
4 Weeks	III	Randolph: How Has Our Past Influenced Who We Are Today?
4 Weeks	IV	Geography: Where Is Our Place In The World?
4 Weeks	V	Culture and Diversity: How Well Do We Know Our Neighbors?

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Social Studies ~ Grade 2**  
**UNIT I: Community: What Makes a Community Work?**

<b>TRANSFER:</b> Contribute to the community as productive and respectful members.		
<p><b>STANDARDS / GOALS:</b></p> <p><b><u>NJSLS-S</u></b>          6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good</p> <p>6.3.4.A.1 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>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p><b><u>ELA</u></b>          RL.2.1 RL.2.5 RL.2.7 W.2.3 W.2.5</p> <p><b><u>MATH</u></b>          2.MD.D.10</p> <p><b><u>TECHNOLOGY</u></b>          8.1.2.A.1 8.1.2.A.2 8.1.2.A.4</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Responsible citizens contribute to the success of a community.	<ul style="list-style-type: none"> <li>• What is a community?</li> <li>• How do responsible citizens contribute to a successful community?</li> </ul>
	Diversity within a community is influenced by the contributions of the different community members.	<ul style="list-style-type: none"> <li>• What makes a community function successfully?</li> <li>• How can diversity influence a community?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b>          Personal goals help us to grow and become contributing members of a community.</p> <p>A community is a group of people who live and/or work together in the same place.</p>	<p><b>Students will be able to:</b>          Brainstorm and share ideas to grow personal hopes and dreams.</p> <p>Articulate and develop personal goals.</p> <p>Identify various types of communities (i.e., school, home, sports team, religious group, etc.).</p> <p>Determine the roles members have and how they contribute to their communities.</p>

	<p>Responsible citizens exhibit certain traits.</p> <p>Patriotism is a feeling of pride people have for their country and community.</p> <p>Different communities have their own rules to ensure the safety of its members.</p> <p>A person's role can differ in various communities.</p> <p>There are three main types of communities.</p>	<p>Identify and infer the positive character traits of responsible citizens.</p> <p>Explain ways to demonstrate these positive traits in the classroom.</p> <p>Demonstrate patriotism and citizenship through the humanities.</p> <p>Categorize a list of classroom rules and develop a classroom management plan to protect students' rights and safety.</p> <p>Compare and contrast rules in school, at home and in our community.</p> <p>Demonstrate the importance of rules and the need to follow them.</p> <p>Explain how rules protect the rights of people, help resolve conflict, and promote common good.</p> <p>Describe the different roles people have as citizens in their families, school and community.</p> <p>Compare the roles and responsibilities you or a family member has and how they change between one's different communities.</p> <p>Differentiate the characteristics of rural, urban and suburban communities.</p>
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	<b>KEY TERMS:</b>	
	community, citizen, contributions, rules, patriotism	

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Demonstrating how to be a productive and respectful community member (i.e., role-play, poster, positive peer shout-outs, etc.)
- Determining 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).

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Identify individual interests, strengths, and personal goals (i.e., All About Me activity, Hopes and Dreams illustration, etc.)
- Determine traits of a positive classmate/classroom
- Generate classroom rules and develop a classroom management plan
- Identify different types of communities (i.e., school, home, sports team, religious group, club, etc.). rural, urban, suburban?
- Compare and contrast rules at home, school, and in the community
- Differentiate roles and responsibilities of family members and community members
- Identify the contributions of different community members through their diverse roles (i.e., pitcher vs. catcher, teacher vs. custodian, farmer vs. banker, etc.)
- Define, describe and illustrate suburban, rural, and urban communities

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Social Studies ~ Grade 2**  
**UNIT I: Community: What Makes a Community Work?**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	UNIT I: Community: What Makes a Community Work?	<p><b><u>Suggested Resources</u></b></p> <p><b>Read Alouds:</b>  <i>Being a Good Citizen: A Book About Citizenship</i> by Mary Small  <i>The Colors of Us</i> by Karen Katz  <i>Whose Hands Are These?: A Community Helper Guessing Book</i> by Miranda Paul</p> <p><b>Technology Resources:</b>            Brainpop, Jr. - Rural, Suburban and Urban  <a href="https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/">https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/</a>            Safari Montage- Unity in the Community</p> <p>Brainpop Jr – Community in our School  <a href="https://jr.brainpop.com/socialstudies/communities/school/">https://jr.brainpop.com/socialstudies/communities/school/</a></p> <p>Youtube – What is means to be a community member  <a href="https://www.youtube.com/watch?v=-fyt9Db7wyA">https://www.youtube.com/watch?v=-fyt9Db7wyA</a></p> <p>Teacher Pay Teachers – Writing about Responsible citizen  <a href="https://www.teacherspayteachers.com/Product/Being-a-Responsible-Citizen-1395370">https://www.teacherspayteachers.com/Product/Being-a-Responsible-Citizen-1395370</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Social Studies ~ Grade 2**

**UNIT II: Citizenship, Economics, Government: How Does Our Community Work Together?**

**TRANSFER:** Evaluate the identity and contributions of individual community members to analyze their impact on the whole community.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJSLS-S</u></b>  <b>6.1.4.A.1</b> Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common go</p>	<p>The local government makes and enforces laws to ensure equality and safety for all people.</p>	<ul style="list-style-type: none"> <li>• How does Randolph’s government help our town operate?</li> <li>• How do citizens provide a voice in the decisions of the community?</li> </ul>
<p><b>6.1.4.A.4</b> Explain how the United States government is organized and how the United States Constitution defines and checks the power of government</p>	<p>Local communities possess many businesses, which provide economic opportunities for its citizens.</p>	<ul style="list-style-type: none"> <li>• What makes Randolph a town where people want to live?</li> </ul>
<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>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
<p><b>6.1.4.C.3</b> Explain why incentives vary between and among producers and consumers.</p> <p><b>6.1.4.C.5</b> Explain the role of specialization in the production and exchange of goods and service</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><b>Students will know:</b>                  There are three branches of government.</p> <p>A community is led by a local government and each position has a specific function.</p>	<p><b>Students will be able to:</b>                  Distinguish the basic differences between local, state, and national governments.</p> <p>Explain how the three branches of government influence rules and law making.</p> <p>Understand the basic organization of local government.</p> <p>Describe ways that American citizens can participate in community and political life.</p> <p>Research current town leaders (i.e., mayor, town</p>

<p><b><u>ELA</u></b>  RL.2.1 RL.2.3 RL.2.5 RL.2.6 RL.2.7  W.2.1 W.2.5 W.2.6 W.2.8</p> <p><b><u>MATH</u></b>  2.MD.D.10 2.MD.C.7</p> <p><b><u>TECHNOLOGY</u></b>  8.1.2.A.1 8.1.2.A.2 8.1.2.A.4</p>	<p>Rules and laws are developed to protect the rights and safety of the people in a community.</p> <p>Needs are things that people must have to survive. Wants are things people would like to have.</p> <p>A person’s needs and wants differ depending on the community they are a part of.</p>	<p>council, committees, police, judge, etc.).</p> <p>Articulate the various roles of our town leaders.</p> <p>Demonstrate a deeper understanding of one town leader and the importance of their role in our community.</p> <p>Differentiate a rule vs. a law.</p> <p>Brainstorm and research common laws in Randolph.</p> <p>Propose and debate a new law for the community that will help to correct a problem.</p> <p>Categorize needs and wants.</p> <p>Compare the needs and wants of members in different communities (i.e., needs in a rural community vs. needs in an urban community, etc.)</p> <p>Evaluate the reasons why needs and wants vary in different communities.</p> <p>Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>Describe why it is important to understand the perspectives of other cultures in an</p>
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	<p>Our community's economic system includes producers, consumers, goods and services.</p> <p><b>KEY TERMS:</b> Local government, mayor, council, committee, producers, consumers, laws, goods, services</p>	<p>interconnected world.</p> <p>Identify the businesses, services, and organizations that reside in Randolph and how we utilize them.</p> <p>Distinguish ways in which businesses and organizations meet the needs and wants of consumers in the community (i.e., services or goods).</p> <p>Discuss the availability of goods and services in different communities and how it impacts the community.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Creating a resource which identifies a person in local government, basic definition and their responsibilities (i.e., personal anchor chart, video, Seesaw website, ChatterPix app, etc.).
- Articulating a deeper understanding of at least one community leader by expressing appreciation for their service (i.e., diorama, poster, PowerPoint, letter, video, etc.).

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Identify current town leaders and their role in the community (i.e., Mayor, town council, Chief of Police, judge, etc.)
- Differentiate rules vs. laws and create a list of common rules and laws (i.e., rules in school and home vs laws in our community)
- Invent a new law and debate its relevance in the community
- Distinguish and determine the needs and wants of a community member
- Tabulate and analyze information on how we consume or utilize products (i.e., class survey, graph, etc.)
- Differentiate local organizations that provide a solution or a service to fulfill our needs and wants (i.e., government vs. business)

- Compare the needs, wants, and availability of services in rural, urban, and suburban communities (i.e., need for tractors in a rural community vs. need for public transportation in an urban community, availability of restaurants and shops in different communities, etc.)

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Social Studies ~ Grade 2**

**UNIT II: Citizenship, Economics, Government: How Does Our Community Work Together?**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	UNIT II: Citizenship, Economics, Government: How Does Our Community Work Together?	<p><b><u>Suggested Resources</u></b>  <b>Read Alouds:</b>  <i>Community Soup</i> by Alma Fullerton  <i>Goods and Services Around Town</i> by Heather Schwartz  <i>Government in Your City or Town</i> by Karen Kenney</p> <p><b>Technology Resources:</b>  Brainpop, Jr. - Local and State Governments  <a href="https://jr.brainpop.com/socialstudies/government/localandstategovernments/">https://jr.brainpop.com/socialstudies/government/localandstategovernments/</a>  Brainpop, Jr. - Goods and Services  <a href="https://jr.brainpop.com/socialstudies/economics/goodsandservices/">https://jr.brainpop.com/socialstudies/economics/goodsandservices/</a>  Safari Montage – Job of the Chief of Police  <a href="http://safari.rtnj.org/SAFARI/montage/play.php?keyindex=45185&amp;location=local&amp;play=1&amp;filetypeid=7">http://safari.rtnj.org/SAFARI/montage/play.php?keyindex=45185&amp;location=local&amp;play=1&amp;filetypeid=7</a>  Safari Montage- Exploring Communities Alike and Different  <a href="http://safari.rtnj.org/SAFARI/montage/play.php?keyindex=58933&amp;location=local&amp;filetypeid=65">http://safari.rtnj.org/SAFARI/montage/play.php?keyindex=58933&amp;location=local&amp;filetypeid=65</a>  Safari Montage – Exploring Communities’ Rules and Laws  <a href="http://safari.rtnj.org/SAFARI/montage/play.php?keyindex=58914&amp;location=local&amp;filetypeid=65">http://safari.rtnj.org/SAFARI/montage/play.php?keyindex=58914&amp;location=local&amp;filetypeid=65</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Social Studies ~ Grade 2**

**UNIT III: Randolph: How Has Our Past Influenced Who We Are Today?**

<b>TRANSFER:</b> Analyze factors of an ideal environment for developing a community.		
<p><b>STANDARDS / GOALS:</b></p> <p><u><b>NJSLS-S</b></u>  <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>6.1.4.B.7</b> Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p><b>6.1.4.B.8</b> Compare ways people choose to use and distribute natural resource.</p> <p><b>6.1.4.C.9</b> Compare and contrast how the availability of resources affects people across the world differently</p> <p><u><b>ELA</b></u>            RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.6            RL.2.7 RL.2.9 W.2.2 W.2.5 W.2.6 W.2.7            W.2.8</p> <p><u><b>MATH</b></u>            2.MD.D.10</p> <p><u><b>TECHNOLOGY</b></u>            8.1.2.A.1 8.1.2.A.2 8.1.2.A.4</p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
	<p>The natural resources within a community will influence the people who settle in that area.</p>	<ul style="list-style-type: none"> <li>• Why did people settle in Randolph?</li> </ul>
	<p>Preserving our past provides insight and allegiance to the roots of our community.</p>	<ul style="list-style-type: none"> <li>• How does studying our past give us an appreciation for our community?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
	<p><b>Students will know:</b>            The early settlers of Randolph were comprised of Lenape Indians, Quakers, miners, millers, and farmers.</p> <p>European colonization impacted Native American populations.</p>	<p><b>Students will be able to:</b>            Define the roles of Lenape Indians, Quakers, miners, millers, and farmers.</p> <p>Create a timeline of when the early settlers resided in Randolph.</p> <p>Justify why early settlers chose to live in Randolph.</p> <p>Determine the cause and effect of European colonization on Native American populations.</p> <p>Explain how various cultural groups have dealt with the conflict between maintaining traditional</p>



	<p>People depend on the physical environment and its natural resources to satisfy basic needs, earn money, and perform daily activities.</p> <p>The way in which people utilize land has changed over time.</p> <p>Randolph is rich in history and influences our present day.</p>	<p>beliefs and practices and adopting new beliefs and practices.</p> <p>Identify specific natural resources native to Randolph long ago and the importance of each resource (i.e., iron ore, coal, soil, bodies of water, etc.).</p> <p>Compare and contrast the value of the different natural resources.</p> <p>Describe the impact that natural resources had on everyday life in Randolph long ago.</p> <p>Explore the causes of the shift in the way people use natural resources (i.e., lakes are used more for recreational purposes rather than fishing, etc.).</p> <p>Argue reasons one might choose to settle in Randolph today.</p> <p>Interpret the perspective of life long ago through various text or media outlets.</p> <p>Notice the differences of the past and present through media and/or field trips.</p> <p>Locate and examine the importance of historical landmarks in Randolph (i.e., Liberty Tree, Millbrook Schoolhouse, Friends Meeting House, etc.).</p>
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	<p><b>KEY TERMS:</b> Landmarks, natural resources, iron ore, coal, soil, Lenape Indians, Quakers, miners, millers, and farmers</p>	<p>Demonstrate an understanding of the history of Randolph (i.e., design a resource for the school community, etc.).</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:** Designing a visual tool that teaches others about the early settlers of Randolph (i.e., map, PowerPoint, poster, etc.).

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Research the early settlers of Randolph (i.e., Lenape Indians, Quakers, miners, millers and farmers)
- Compare and contrast the clothing, food, and shelter of different Native American tribes using a chart
- Discuss the diverse roles and contributions each group of settlers had in shaping Randolph (i.e., location of where they settled based on needed resources, miners vs. farmers, Lenape Indians vs. Quakers, etc.)
- Explore European colonization and the impact it had on Native American populations
- Determine characteristics of the Lenni Lenape culture and two ways the European colonization impacted the Native American populations
- Identify the importance of the natural resources in Randolph and how settlers utilized them
- Compare and contrast the use of natural resources long ago and today
- Explore Randolph’s history through various media (i.e., visit the Randolph Museum in person or research on their site, virtual field trip on Google Maps by showing historical landmarks within Randolph, etc.)
- Locate important historical landmarks on a map of Randolph

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Social Studies ~ Grade 2**  
**UNIT III: Randolph: How Has Our Past Influenced Who We Are Today?**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>4 Weeks</b>	<b>UNIT III:</b> Randolph: How Has Our Past Influenced Who We Are Today?	<p><b><u>Suggested Resources</u></b></p> <p><b>Read Alouds:</b>  <i>Randolph (Images of America)</i> by Gail M. Hari  <i>School Long Ago and Today</i> by Sally Lee  <i>Continents in my World</i> by Ella Cane</p> <p><b>Technology Resources:</b>            Randolph site- Historical Society  <a href="http://www.randolphnj.org/about_randolph/historical_society">http://www.randolphnj.org/about_randolph/historical_society</a></p> <p>Youtube – Flying around Randolph  <a href="https://www.youtube.com/watch?v=MOMsqCkRE1I">https://www.youtube.com/watch?v=MOMsqCkRE1I</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Social Studies ~ Grade 2**  
**UNIT IV: Geography: Where Is Our Place in the World?**

<b>TRANSFER:</b> Utilize tools and resources in gathering information about the world to inform decision making.		
<p><b>STANDARDS / GOALS:</b></p> <p><u><b>NJSLS-S</b></u>  <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.B.3</b> Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> <p><b>6.1.4.B.6</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p><u><b>ELA</b></u>            RL.2.1 RL.2.3 RL.2.5 RL.2.7 W.2.3 W.2.5</p> <p><u><b>MATH</b></u>            2.MD.A.1 2.MD.A.3 2.MD.A.4            2.MD.D.10</p> <p><u><b>TECHNOLOGY</b></u>            8.1.2.A.1 8.1.2.A.2 8.1.2.A.4</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Geographic tools help us understand the world around us.	<ul style="list-style-type: none"> <li>Why do we use maps, globes, and other geographic symbols?</li> </ul>
	Geography impacts how communities develop.	<ul style="list-style-type: none"> <li>How do landforms affect a community?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b>            Geography is the study of the earth and how people use it.</p> <p>A globe is a spherical model of the earth.</p> <p>A map is a representation of an area which contains important features.</p>	<p><b>Students will be able to:</b>            Define geography and engage in an inquiry as to the importance of locating places on earth.</p> <p>Articulate that the earth is made of large bodies of land and water called continents and oceans.</p> <p>Utilize a globe to identify the seven continents and five oceans.</p> <p>Evaluate why the title, key and compass rose are important properties of a map.</p> <p>Associate new words with words already known to grow an understanding of important vocabulary terms (i.e., the key is used to</p>

	<p>All maps have a specific purpose.</p> <p>Maps are everchanging.</p> <p>The Earth is made up of many different types of landforms and bodies of water.</p> <p>People often settle in places that match their needs, thoughts, and opinions.</p>	<p>"unlock" symbols, the title tells us what the map is showing just like a book title, etc.)</p> <p>Create a map key that can be used to locate specific places or objects on the map.</p> <p>Discuss the purpose of different types of maps, such as topographical, road, climate, etc.</p> <p>Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.</p> <p>Explain the way maps have evolved over time and are continuously updated.</p> <p>Compare and contrast the map of a town long ago and what it looks like today (i.e., less woods, new streets, man-made lakes, etc.).</p> <p>Locate landforms native to the United States on a map (i.e., desert, valley, river, plain, lake, island, hill and peninsula).</p> <p>Identify the characteristics of different landforms and bodies of water.</p> <p>Compare and contrast maps of communities that exist in New Jersey in relation to Randolph (i.e., Randolph has hills, farmlands, and lakes as compared to a beach town or other types of landforms found in various parts of NJ.)</p>
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	<b>KEY TERMS:</b> Geography, globe, continents, oceans, landforms, mountains, lakes, river, peninsula, island, valley	
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**ASSESSMENT EVIDENCE: Students will show their learning by:** Applying knowledge of geography to better understand the world (i.e., interpreting a map and sharing new learning, etc.).

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Introduce geography as a study of the Earth
- Examine and illustrate the differences in city, state, country, continent, and world (i.e., utilize Google Maps by zooming in and out, create a hierarchy flipbook, etc.)
- Identify the continents and oceans on a globe
- Discuss the evolution and accessibility of maps
- Examine important map features and vocabulary terms (i.e., key, compass rose, scale, etc.)
- Compare and contrast information that can be found on different types of maps, and determine how the information may be useful
- Interpret a map to identify specific places and/or objects
- Explore and describe the characteristics of different landforms and bodies of water (i.e., mountains, valleys, plains, oceans, rivers, etc.)
- Compare and contrast maps of different communities
- 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.
- Discuss how diverse thoughts and opinions influences where people settle and how they live (i.e., settling in different climates, need for certain resources, different professions, or different cultural influences, etc.)

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Social Studies ~ Grade 2**  
**UNIT IV: Geography: Where Is Our Place In The World?**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	UNIT IV: Geography: Where Is Our Place in the World?	<p><b><u>Suggested Resources</u></b></p> <p><b>Read Alouds:</b>  <i>Follow That Map: A First Book of Mapping Skills</i> by Scot Richie  <i>Maps and Globes</i> by Jack Knowlton  <i>Where Do I Live?</i> by Neil Chesanow</p> <p><b>Technology Resources:</b>  Brainpop, Jr. - Reading Maps  <a href="https://jr.brainpop.com/socialstudies/geography/readingmaps/">https://jr.brainpop.com/socialstudies/geography/readingmaps/</a>  Brainpop, Jr. - Landforms  <a href="https://jr.brainpop.com/science/land/landforms/">https://jr.brainpop.com/science/land/landforms/</a>  Youtube – Exploring Landforms and Bodies of Water for Kids – FreeSchool.  <a href="https://www.youtube.com/watch?v=BsqKTJtK_vw">https://www.youtube.com/watch?v=BsqKTJtK_vw</a>  Youtube -Learn About Maps - Symbols, Map Key, Compass Rose  <a href="https://www.youtube.com/watch?v=dp8VOG8Cgag">https://www.youtube.com/watch?v=dp8VOG8Cgag</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Social Studies ~ Grade 2**

**UNIT V: Culture and Diversity: How Well Do We Know Our Neighbors?**

<b>TRANSFER:</b> Establish a deep understanding and acceptance of different cultures.		
<p><b>STANDARDS / GOALS:</b></p> <p><b><u>NJSLS-S</u></b>          6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community</p> <p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p> <p>6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p>6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
	Different cultures add to the diversity of a community.	<ul style="list-style-type: none"> <li>• How are people alike and different in our community?</li> <li>• Why is diversity in a community important?</li> </ul>
	Each culture within a community has unique strengths and perspectives which help shape our larger community.	<ul style="list-style-type: none"> <li>• Why should we study other cultures and what does it teach us?</li> <li>• How does understanding other cultures help us to show tolerance?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
	<p><b>Students will know:</b>          Individuals and families have unique characteristics.</p> <p>Culture refers to a group or community that shares common experiences which shape the way its members understand the world.</p> <p>Our classroom community continues to honor the customs and traditions of their family and ancestors.</p>	<p><b>Students will be able to:</b>          Recognizing that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</p> <p>Define culture and engage in an inquiry as to the importance of understanding different cultures.</p> <p>Research and share the importance of one family holiday, custom, or tradition (i.e., using written, narrative or other media outlets, etc.)</p>



<p>6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b><u>ELA</u></b> RL.2.1 RL.2.3 RL.2.5 RL.2.6 RL.2.7 W.2.1 W.2.5 W.2.6 W.2.8</p> <p><b><u>MATH</u></b> 2.MD.D.10</p> <p><b><u>TECHNOLOGY</u></b> 8.1.2.A.1 8.1.2.A.2 8.1.2.A.4</p>	<p>Our community is comprised of many diverse cultures.</p> <p>Cultures can have similarities and differences.</p> <p>It is important to show tolerance and appreciation for other cultures.</p> <p>The time in which an individual lived, life experience, and culture effect their point of view.</p> <p><b>KEY TERMS:</b> Culture, customs, traditions, diversity, tolerance</p>	<p>Compare the cultures in our own classroom to that of others across the district.</p> <p>Research a different culture and share knowledge gained about the customs and traditions of that culture.</p> <p>Gain further appreciation for cultural diversity through literature.</p> <p>Express the ways in which various cultures positively influence the community (i.e., Greek Festival, Freedom Festival, cultural businesses, etc.)</p> <p>Compare and contrast life as a student in a different time-period.</p> <p>Determine similarities and differences through researching life as a student in a different part of the world.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b> Developing a way to articulate the value of other cultures (i.e., compose a lesson or create a visual aid to teach others about another culture.)</p> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Explore key terms: <i>culture, customs, traditions</i> in context to identify a definition</li> <li>• Research and explore individual customs and traditions (i.e., take-home questionnaire, visit computer lab, etc.)</li> <li>• Identify different cultures within the class and larger community</li> </ul>		

- Interview family members as a historian to develop a timeline and determine major events that may have helped shape or change ones culture (ie. important dates and names, important special events, changes)
- Share and contribute information through learning (Skype, shared Google Doc, pen pals with other schools across district, etc.)
- Expose students to other cultures and discuss influential contribution (i.e., food, customs, etc.)
- Explore life as a student in a different time-period
- Compare and contrast life as a student in a different part of the world

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Social Studies ~ Grade 2**  
**UNIT V: Culture and Diversity: How Well Do We Know Our Neighbors?**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	UNIT V: Culture and Diversity: How Well Do We Know Our Neighbors?	<p><b><u>Suggested Resources</u></b></p> <p><b>Read Alouds:</b>  <i>A Piece of Home</i> by Jeri Watts  <i>People</i> by Peter Spier  <i>Same, Same but Different</i> by Jenny Sue Kostecki-Shaw  <i>Whoever You Are</i> by Mem Fox  <i>All Kinds of Children</i> by Norma Simon  <i>Hands Around the World: 365 Creative Ways to Build Cultural Awareness &amp; Global Respect</i> by Susan Milord (Teacher Resource)</p> <p><b>Technology Resources:</b>  Teacher resource for helping with plans of teaching resources.  <a href="https://www.tolerance.org/">https://www.tolerance.org/</a>  Holidays around the world – Teacher Resource  <a href="http://teacher.scholastic.com/activities/holidays/">http://teacher.scholastic.com/activities/holidays/</a>  National Geographic Kids – Winter Celebrations  <a href="https://kids.nationalgeographic.com/explore/winter-celebrations/#WH-Solstice.jpg">https://kids.nationalgeographic.com/explore/winter-celebrations/#WH-Solstice.jpg</a>  Youtube- Holidays Around The World  <a href="https://www.youtube.com/watch?v=ux2QpVYPM1s">https://www.youtube.com/watch?v=ux2QpVYPM1s</a></p>

