



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey 07081

Social Studies Grade 2

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved July 25, 2022*



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Asst. Superintendent of Curriculum and Instruction**

**Mr. Michael Plias
Principal**

**Candice Schiano
Supervisor of Humanities**

Curriculum Developed By:

Kari Cifelli ~Second Grade Teacher

Megan Griffin ~Second Grade Teacher

Jaime Lynch ~Second Grade Teacher

Dori D'Aloisio ~Second Grade Teacher

Colleen Funk ~Second Grade Teacher

Jolene Sinclair ~Second Grade Teacher

Marissa Jones ~Second Grade Teacher

Kendra Kinney ~Second Grade Teacher

Mary Perdomo ~Second Grade Teacher

Jacqueline Rebimbas ~Second Grade Teacher

Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

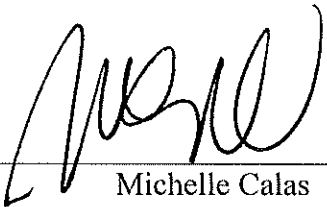
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area:	Social Studies	Grade Level:	2nd	Unit Title:	Families Today and in the Past
Unit Summary: Students will gain an understanding of how life has changed throughout history, why families are important, appreciate and respect all kinds of families, explain that families have a history, and utilize primary and secondary sources to learn about family history.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	In this unit students will learn about life long ago and how families lived. Students will be able to compare life long ago to today. Students will also discuss how families have changed over time.				

Learning Targets

Standards:	SOC.6.1.2.HistoryCC.2 , SOC.6.1.2. HistoryCC.3 , SOC.6.1.2. HistoryUP.2 , LA.RI.2.1 , LA.RI.2.2 , LA.RI.2.3, LA.RI.2.5, LA.RI.2.6, SEL.PK-12.1.4 , SEL.PK-12.3.1, SEL.PK-12.3.2, SEL.PK-12.1.3, SEL.PK-12.1.4, 9.4.2.GCA:1, 9.1.2.FP.3
Content Statements:	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Immigrants can become and obtain the rights of American citizens. Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. American culture, based on specific traditions and values, has been influenced by the behaviors of different Personal, family, and community history is a source of information for individuals about the people and places around them. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. All students will understand and use technology systems. All students will select and use applications effectively and productively. All students will demonstrate an understanding of the need for mutual respect when viewpoints differ.



CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.2. HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
SOC.6.1.2. HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2. HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
Unit Essential Questions: How does life change throughout history?	
Unit Enduring Understandings: - Families and communities are important because, in them, people care about each other. - There are many different types of families, and many have their own traditions. - Family members have ancestors, whose lives show the past history of the family. - People can learn about their family history through primary sources, such as letters, and secondary sources, such as artifacts.	
Unit Learning Targets: Students will.... - Explain what a family is and why families are important. - Describe a community and what makes up a community.	



- Compare a family to a community.
- Explain how members of a family treat and help one another.
- Identify ways that families are different.
- Discuss the different ways families may be organized.
- Explain why immigrant families come to the United States and why many want to become citizens.
- Define traditions and how they apply to families in the United States.
- Explain that families have a history.
- Discuss your own personal history.
- Compare how things families did and family culture in the past are the same or similar to family culture today.
- Contrast ways families fulfilled their needs and behaved in the past and how they do so today.
- Interview an ancestor and compare school today to school long ago.
- Define and give examples of primary sources and secondary sources.
- Explain what an artifact is, and give examples of some artifacts.
- Discuss how an oral history is created and why it is historically important.
- Interview an ancestor and compare school today to school long ago.



Evidence of Learning

Summative Assessment:	2 days
Equipment Needed:	Student laptops, iPads
Teacher Resources:	www.pearsonrealize.com , Chapter 1 Review, Chapter 1 Assessment, Quest Findings: Make a Poster, Family Tree, Interview questions

Formative Assessments:

- Lesson checks
- Student Worktext responses
- Online lesson quizzes
- Activity list learning tasks
- Ancestor interview/Venn Diagram



Lesson Plans

Lesson	Time Frame
Lesson 1 Families	40 minutes/2 days
Lesson 2 Different Kinds of Families	40 minutes/2 days
Lesson 3 Life Then and Now	40 minutes/2 days

Teacher Notes: Teacher will facilitate collaborative discussions in small and large groups.

Curriculum Development Resources/Technology Resources:

Teacher Edition/myWorld Interactive Activity Guide

Student worktext

www.pearsonrealize.com: Digital activities (including Quest PBL activities, student edition eText, and whiteboard activities), Literacy skills worksheets

Student activity mats

Leveled readers



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Families Time Frame: 40 minutes/2 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: www.pearsonrealize.com

Equipment Needed: Student laptops, iPads, student worktext, Teacher Edition/myWorld Interactive Activity Guide, www.pearsonrealize.com: digital activities, drawing paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain what a family is and why families are important. ● Describe a community and what makes up a community. ● Compare a family to a community. ● Explain how members of a family treat and help one another.	Lesson Sequence: 1. Introduce the lesson vocabulary: family, community and responsible. 2. Unlock the big question: Why is it important to learn about families? Teacher will write some family words on board for reference: father, mother, brother, sister, cousins, etc. 3. Students will pair/share: Who are the people that make up their family? What are some special occasions your family celebrates together? 4. As a group, students will read text pages 4-7, as the	● Student worktext responses ● Student Drawings ● Lesson 1 Check ● Lesson Review: Families ● Online Lesson Quiz



	teacher guides the discussion. 5. Student volunteers will act out being a family member that helps another family member to do something. Class will guess who the family members are and guess what they are doing. Then students will pair and do the same. 6. Students will independently draw a picture of a family member helping them to do something. 7. In small groups, students will share their pictures and then discuss how a family is like a community. 8. Students will take the interactive lesson review.	
Differentiation: BL: Students will work in small groups with the teacher to reinforce lesson skills and concepts. AL: Students will make connections and draw inferences.		
Resources Provided: • Student Worktext • Leveled Readers		



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Different Kinds of Families	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: www.pearsonrealize.com

Equipment Needed: Student laptops, iPads, student worktext, Teacher Edition/myWorld Interactive Activity Guide, www.pearsonrealize.com: Digital activities, family tree master

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify ways that families are different. - Discuss the different ways families may be organized. - Explain why immigrant families come to the United States and why many want to become citizens. - Define traditions and how they apply to families in the United States.	Lesson Sequence - Introduce lesson vocabulary: extended family, generation, guardian, immigrant, citizen and tradition. - Unlock the big question: How can we appreciate and respect all kinds of families? - Students will partner with a classmate that has the same number of family members as they have and share information such as the ages, genders of siblings. - As a group, students will read text pages 8-11, as the teacher guides the discussion.	- Student worktext responses - Family Tree - Lesson 1 Check - Lesson Review - Online Lesson Quiz



5. Class will gather to listen to the book, *Watch the Stars Come Out* by Riki Levinson. Teacher will project a Venn Diagram, and students will populate it by comparing the experiences of immigrants from the book with those provided in their Worktexts.
6. Teacher will project a world map. Students will partner share where they or their ancestors emigrated from, if known. The teacher will mark those places on the map and mark additional places of famous people.
7. Student volunteers will share their own experiences of their family's move to the United States.
8. Teacher will ask: Who in your family might know the most about your family traditions? Discuss how they are alike and different.
9. Independently, students will complete a family tree. They will draw a picture and label their family and extended family members. Then they will circle the person they want to interview.
10. Students will partner to describe two ways the family member they chose to interview is special or interesting.



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| | <ol style="list-style-type: none">11. The teacher will explain that all people have their own family customs and traditions. Students will draw and label one of their family customs or traditions. The pictures will be bound into a class book on family traditions.12. Students will complete the end of lesson review in their social studies books. | |
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Differentiation:

BL: Students will work in small groups with the teacher to reinforce lesson skills and concepts.

AL: Students will make connections and draw inferences.

Resources Provided:

- Student Worktext
- Leveled Readers



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Life Then and Now Time Frame: 40 minutes/2 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: www.pearsonrealize.com

Equipment Needed: Student laptops, iPads, student worktext, Teacher Edition/myWorld Interactive Guide, www.pearsonrealize.com: Digital activities

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain that families have a history. ● Discuss their own personal history. ● Compare how things families did and family culture in the past are the same or similar to family culture today. ● Contrast ways families fulfilled their needs and behaved in the past and how they do so today.	Lesson Sequence 1. Introduce lesson vocabulary: history, ancestor, culture. 2. Unlock the big question: What history do families have? 3. The teacher will ask students to share what they have learned since they were little. Students will then partner and act out some of those things. 4. As a group, students will read text pages 16-19, as the teacher guides the discussion. 5. Students will partner to find pictures from the 1950s, 1960s or the 1970s that show the different	● Student worktext responses ● Interview questions ● Lesson 1 Check ● Lesson Review ● Online Lesson Quiz



	styles of the time, including objects people used and things people did such as hairstyles, clothing, games, cars, furniture, etc. Partners will print out or draw pictures to make a collage of the decade chosen. 6. Class will compare and contrast decade differences from the completed collages. 7. Students will brainstorm a list of things they would like to learn about their family life in the past. The teacher will record some ideas. Students will make a list of questions by rephrasing the suggestions into questions. They will add more of their own questions to the list which will be used in the interview of an older relative. 8. Students will take the interactive lesson review.	
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Differentiation:

BL: Students will work in small groups with the teacher to reinforce lesson skills and concepts.

AL: Students will make connections and draw inferences.

Resources Provided:

- pearsonrealize.com
- Media Center books



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills		x	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		x	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	2	Unit Title:	Families Today and in the Past
Created:	June 2022	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	2nd grade	Unit Title:	People, Places, and Nature
Unit Summary: Students will gain an understanding of how earth is made up of different physical features, that maps and globes can be used to locate places, understand how to read map symbols, legends, and map grids, and be able to differentiate between relative and absolute location.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students will be able to use a map and globe to identify locations, understand that the earth is made up of different landforms, and that people came to America from many different places around the world.				

Learning Targets

Standards:	SOC.6.1.2. GeoSV.3 , SOC.6.1.2. Geo.SV.2, LA.RI.2.1, LA.RI.2.2 , LA.RI.2.3, LA.RI.2.5 , LA.RI.2.6, SEL.PK-12.5.2, SEL.PK-12.5.1 , 9.1.2.CR.1, 9.1.2.CR.2, 9.4.2.GCA:1				
Content Statements:	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Places are jointly characterized by their physical and human properties. The physical environment can both accommodate and be endangered by human activities. Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. All students will understand and use technology systems. All students will select and use applications effectively and productively. All students will understand the differences among individuals, groups and others' cultural backgrounds				
CPI#:	Cumulative Progress Indicator (CPI):				
SOC.6.1.2. GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes.				
SOC.6.1.2. Geo.SV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).				
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				



LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Unit Essential Questions:

- What is the world like?

Unit Enduring Understandings:

- Maps and globes can be used to locate places and geographic features.
- Earth is made up of different physical features such as landforms and bodies of water.
- People may move from place to place for a better life, for a job, to be safe, or other such reasons.
- Urban, suburban, and rural areas are living environments, each with its own set of characteristics.

Unit Learning Targets:

Students will....

- Demonstrate map skills by using absolute and relative locations.
- Locate on a simple letter-number grid system local locations and geographic features.
- Interpret map information by using a compass rose and map legend.
- Create simple maps, with or without a grid.
- Describe Earth's various types of landforms.
- Explain the difference among Earth's various water bodies.
- Label from memory a simple map of the North American continent.
- Describe the shape of Earth as a globe with continents and oceans.
- Identify and explain the elements of our environment.
- Describe the characteristics of cities, suburbs, rural areas, and life in each environment.
- Explain how and why people change the land in their community.
- Compare and contrast basic land use in urban, suburban, and rural environments in our country.



Evidence of Learning

Summative Assessment:	2 days
Equipment Needed:	Student laptops, iPads
Teacher Resources:	www.pearsonrealize.com , Chapter 2 Review, Chapter 2 Assessment, Quest Findings: Help a Geographer

Formative Assessments:

- Lesson checks
- Student Worktext responses
- Online lesson quizzes
- Activity list learning tasks
- PBL: Help a Geographer



Lesson Plans

Lesson	Time Frame
Lesson 1 Use Maps to Locate Places	40 minutes/2 days
Lesson 2 Earth's Land and Water	40 minutes/2 days
Lesson 3 Where People Live	40 minutes/2 days

Teacher Notes:

Teacher will facilitate collaborative discussions in small and large groups.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pearsonrealize.com

Digital activities (including Quest PBL activities, student edition eText, and whiteboard activities)

Teacher Edition/myWorld Interactive Activity Guide

Student worktext

Literacy skills worksheets

Student activity mats

Leveled readers



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	Use Maps to Locate Places	Time Frame:	40 minutes/ 2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT
Literacy

Interdisciplinary Connections: Language Arts, Science, Technology

Integration of Technology: www.pearsonrealize.com

Equipment Needed: Student laptops, iPads, student worktext, Teacher Edition/myWorld
Interactive Activity Guide, www.pearsonrealize.com: Digital activities

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate map skills by using absolute and relative location. - Locate on a simple letter-number grid system local locations and geographic features. - Interpret map information by using a compass rose and map legend. - Create simple maps, with or without a grid.	Lesson Sequence - Introduce the lesson vocabulary: relative location, absolute location, town, legend, city, compass rose. - Unlock the Big Question: I will know how to use maps to locate places. - Read about Relative Location and Absolute Location. Complete Reading Checks on page 38 and 39. - Students identify the relative location of their house and the absolute location of their house. - Read pages 40-42. Complete Reading	- Reading Check - Map of Classroom - Lesson 1 Check - Online Lesson Quiz



Checks to show understanding of map grids.

6. Students gather in small groups to create a map of their classroom. Students use grid paper to help them approximate scale and arrangement of objects.
7. Students work together to complete the Lesson 1 Check on page 43.
8. Students will independently complete the Chapter 2, Lesson 1, Online Lesson Quiz.

Differentiation:

BL: Students tell about known landmarks near our school using terms that describe relative location.
AL: Students work in pairs to gradually expand the relationship of their house to an increasing landscape-to local landmarks, then to city sites, to state sites, and to national sites using absolute or relative locations and cardinal directions.

Resources Provided:

- Student Worktext
- Grid Paper for Classroom Maps
- Leveled Readers



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Earth's Land and Water	Time Frame:	40 minutes/ 2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: www.pearsonrealize.com

Equipment Needed: Student laptops, iPads, student worktext, Teacher Edition/myWorld Interactive Activity Guide, www.pearsonrealize.com: Digital activities

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe Earth's various types of landforms. - Explain the differences among Earth's various water bodies. - Label from memory a simple map of the North American continent. - Describe the shape of Earth as a globe with continents and oceans.	Lesson Sequence - Introduce lesson vocabulary: landform, ocean, continent, globe, and model. - Unlock the big question: I will know how to identify different kinds of land and water. - Jumpstart Activity: Students will come up to the board and draw the shapes of a mountain and a river. Class discussion about what symbols we would use on a map to show both. - As a group, students will read text pages 46-51, as the teacher guides the discussion.	- Reading Check - Map of State - Lesson 2 Check - Online Lesson Quiz



5. Students will complete the Reading Check on page 46, 47, 48 and 50 as we read.
6. For page 49, the teacher will display the map of North America on the board. Class will participate in Name That Landform. A student comes up to the board with a particular landform in mind. The other students will ask “yes” or “no” questions to figure out what type of landform they are thinking about. Students ask questions until they get it right. Continue play with a new student.
7. Students will work with a partner to complete the Lesson 2 check on page 51.
8. Students will work in pairs to draw a map of our state and include at least one important natural feature.
9. Students will share their maps with another pair.
10. Students will independently complete the Chapter 2, Lesson 2, Online Lesson Quiz.

Differentiation:

BL: Write the names of a few different landforms children read about, such as mountain, hill, and valley. Have students draw a picture of the three together.

AL: Students will research with a partner how landforms can change over time.

Resources Provided:

- Student Worktext



Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	Where People Live	Time Frame:	40 minutes/ 2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: www.pearsonrealize.com

Equipment Needed: Student laptops, iPads, student worktext, Teacher Edition/myWorld Interactive Activity Guide, www.pearsonrealize.com: Digital activities

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the reasons people migrate. - Analyze how a harbor benefits the people who live nearby. - Identify the different forms of transportation that people use to move from one place to another. - Discuss and compare the different kinds of evidence that show when, why, and how people moved from one place to another.	Lesson Sequence - Introduce lesson vocabulary: migrate, harbor, evidence - Unlock the big question: I will know how and why people moved to the United States from other parts of the world. - Jumpstart Activity: Students work in groups to talk about whether or not they have ever moved from one place or house to another. - As a group, students will read text pages 52-55, as the teacher guides the discussion.	- Reading Check - Lesson 3 Check - Online Lesson Quiz



5. Students will complete the Reading Check on page 53, 54, 55 as we read.
6. Students will work with a partner to complete the Lesson 3 check on page 55.
7. Active Classroom:
Students will use sticky notes to mark the classroom map indicating their ancestors' places of origin. As a class, we will tally the number of children with ancestors from each country indicated on our classroom map.
8. Students will independently complete the Chapter 3, Lesson 3, Online Lesson Quiz.

Differentiation:

BL: Students will act out different ways that people move today. Such as, walking, running, biking, taking the bus, taking an airplane, taking a train. Other students will try to guess what they are acting out.

AL: Students will work in pairs to create a timeline of the methods of transportation people used to move, from long ago to today.

Resources Provided:

- Student worktext



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		x	
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		x	
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		x	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	2	Unit Title:	People, Places and Nature
Created:	June 2022	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	2nd grade	Unit Title:	Government
Unit Summary: Students will develop an understanding of how the government works through looking at rules and laws, the government of the US, and governments around the world.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale:	Students will understand the importance of rules and laws in schools, communities, and our country. Students will tell the difference between a rule and a law in their community.				

Learning Targets

Standards :	SOC.6.1.2. CivicsPI.3 , SOC.6.1.2. CivicsPR.3 , SOC.6.1.2. CivicsPR.4 , LA.RI.2.1 , LA.RI.2.2 , LA.RI.2.3 , LA.RI.2.5 , LA.RI.2.6 , SEL.PK-12.1.1 , SEL.PK-12.1.2 , SEL.PK-12.4.1 , SEL.PK-12.4.2 , SEL.PK-12.4.3 , 9.1.2.CR.1, 9.1.2.CR.2
Content Statements:	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Rules and laws are developed to protect people's rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. All students will understand and use technology systems. All students will select and use applications effectively and productively. All students will practice strategies for managing one's own emotions, thoughts and behaviors. Identify the consequences associated with one's actions in order to make constructive choice
CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.2. CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2. CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.6.1.2. CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.



LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12. 4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12. 4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12. 4.3	Evaluate personal, ethical, safety and civic impact of decisions

Unit Essential Questions:

- How does the government work?
- Why is it important for citizens to follow rules and laws?
- How is the government different around the world?
- Why is it important that the government works together?

Unit Enduring Understandings:

- Rules and laws help people and society.
- People's rights come with responsibilities.
- The United States has three branches of government who make and review laws.
- There are many different types of government in the world.
- The U.S. Constitution and the Bill of Rights are the foundation of American civil society.
- Governments cooperate in different ways to solve problems.

Unit Learning Targets:

Students will....

- Define a rule and explain why rules are important.
- Describe important rules to follow at home in school
- Identify some of the rights we have and explain why we need them.
- Discuss the relationship between laws and consequences, and how courts are used to determine if a law has been broken.



- Define a government and describe how the Constitution has set up the U.S. government.
- Explain the roles and responsibilities of the president and Congress in the federal government.
- Identify the characteristics of the Supreme Court and its role in our government and civil life.

Evidence of Learning

Summative Assessment:	2 days
Equipment Needed:	Teacher and student editions of text and digital components, classroom technology
Teacher Resources:	www.pearsonrealize.com , teacher created support materials, Quest Findings: Write a Skit, Chapter 3 Review, and Chapter 3 Assessment
Formative Assessments: ● Lesson checks ● Student Worktext responses ● Online lesson quizzes ● Activity list learning tasks ● Class Rules Contract ● PBL Student Posters	



Lesson Plans

Lesson	Time Frame
Lesson 1 Quest- Project Based Learning	2 hours/ 2 days
Lesson 2 Citizens Follow Rules and Laws	2 hours/ 2 days
Lesson 3 Our Government	2 hours/ 2 days

Teacher Notes:

Teacher will facilitate collaborative discussions in small and large groups.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pearsonrealize.com

Digital activities (including Quest PBL activities, student edition eText, and whiteboard activities)

Teacher Edition/myWorld Interactive Activity Guide

Student worktext

Literacy skills worksheets

Student activity mats

Leveled readers



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Quest Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Writing and performing a skit

Integration of Technology: The teacher can show an example of a “skit” performance to build student background knowledge prior to them creating their own.
www.pearsonrealize.com

Equipment Needed: student text, props for skits; projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply the concepts learned in this chapter to write and perform a skit. • Discuss the compelling question “Can we live without rules?” after completing the quest.	Lesson Sequence 1. A volunteer will read aloud the opening paragraph on pg. 72. 2. The students will work together to come up with a list of rules that they use at school, highlighting those they feel are most important. 3. The class will discuss responses from each group and compare the answers. 4. The students will work with their groups to collect clues for the Quest Connection on pg. 73.	• Lesson checks • Student Worktext responses • Online lesson quizzes • Activity list learning tasks • Class Rules Contract • PBL Student Posters



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|--|--|--|
| | <ol style="list-style-type: none">5. Students will create skits role playing different situations in school when rules are used.6. The students will perform the skits for their classmates and the teacher will use discussion points to illustrate the importance of the featured rule. | |
|--|--|--|

Differentiation:

The teacher may provide prompts or story scripts for students struggling to come up with original ideas. Groups can be constructed to provide additional peer support and modeling.

Resources Provided:

- Student Edition pages 72-73
- skit props and materials



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Citizens Follow Rules and Laws	Time Frame:	2 hours/ 2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Speaking and listening, role playing

Integration of Technology: Teacher will illustrate examples of people following rules and laws and project the images and actions using classroom technology.

www.pearsonrealize.com

Equipment Needed: student text; projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define a rule and explain why rules are important. - Describe important rules to follow at home and at school. - Identify some of the rights that we have and why we need them. - Discuss what consequences are in relation to laws and how courts are used to determine if laws have been broken.	Lesson Sequence - The teacher will introduce the vocabulary right, law, and court to the class. - The students will elicit background knowledge by discussing what rules they have at home and at school and what the consequences are if they aren't followed. - The students will read and discuss text pages 74-78 as a class, as the teacher guides discussions through questioning. - The students will be put into small groups to	- Lesson checks - Student Worktext responses - Online lesson quizzes - Activity list learning tasks - Class Rules Contract - PBL Student Posters



- discuss scenarios presented by the teacher about following rules at home and at school, and laws in the community.
5. The class will compare rules and laws and their consequences after completing the text pages.

Differentiation:

The teacher will provide varied levels of support for group discussions as needed. Students requiring more support may also be provided with discussion starters or response cards to model appropriate discussion and responses.

Resources Provided:

- student text
- classroom materials



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Our Government Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Students will view photos of the Constitution. Students will view a Brainpop Jr. video on the Constitution to build topic background before the lesson begins.
www.pearsonrealize.com

Equipment Needed: Student text, projector, computer, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define a government and describe how the Constitution has set up the US government. - Explain the roles and responsibilities of the president and Congress in the federal government. - Identify the characteristics of the Supreme Court and its role in our government and civil life.	Lesson Sequence - The students will view the Brainpop Jr. video on the US constitution to build the lesson background. - The students will complete the Jumpstart activity on SE page 80. Partners will take turns describing government jobs and guessing. - The class will read and discuss text pages 80-85. The teacher will facilitate discussion by asking guiding questions. - The students will use context clues to figure out	- Lesson checks - Student Worktext responses - Online lesson quizzes - Activity list learning tasks - Class Rules Contract - PBL Student Posters



	the meaning of vocabulary words in the text. 5. Students will work in small groups to complete the Lesson 2 Check on page 85.	
Differentiation: The teacher will provide visual representation of relevant vocabulary words to ensure understanding for struggling learners. The teacher will ask questions to deepen content understanding.		
Resources Provided: • student text • classroom materials		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		x	
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives	x		
Integrate 21st century skills		x	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		x	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		x	
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs		x	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		x	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		x	
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	2	Unit Title:	Government
Created:	June 2022	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	2nd grade	Unit Title:	People Who Supply Our Good and Services
Unit Summary: This chapter discusses goods and services and helps children to understand how people get what they need in order to live. This unit will provide explanations of needs and wants and the differences between them. It will also guide children in the understanding of producers and consumers and how they help us get what we need.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale:	The students will be able to identify needs and wants and how we get what we need to survive.				

Learning Targets

Standards:	SOC.6.1.2. EconET.1, SOC.6.1.2. EconET.2, SOC.6.1.2. EconET.3, SEL.PK-12.2.2 , SEL.PK-12.3.3, 9.4.2.CI.2, 9.1.2.FP.2
Content Statements:	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. People make decisions based on their needs, wants, and the availability of resources. All students will understand and use technology systems. All students will select and use applications effectively and productively. All students will practice strategies for managing one's own emotions, thoughts and behaviors. All students will demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.
CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.2. EconET.1	Explain the difference between needs and wants.
SOC.6.1.2. EconET.2	Cite examples of choices people make when resources are scarce.
SOC.6.1.2. EconET.3	Describe how supply and demand influence price and output of products
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.



LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.1.2.FP.2	Differentiate between financial wants and needs.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

Unit Essential Questions:

- How do people get what they need?

Unit Enduring Understandings:

- People have needs and wants to live.
- We get what we need by producers who make the goods and provide services.
- There is a difference between goods and services.
- We are consumers who buy what we want and need.

Unit Learning Targets:

Students will...

- Identify needs and wants.
- Explain the difference between a need and a want.
- Understand basic economic concepts, such as money and trade.
- Recognize that scarcity requires people to make choices.
- Identify producers in communities.
- Understand the role of farmers.
- Compare farmers today with farmers in the past.
- Understand how farmers use resources.
- Identify the role of producers, consumers, distributors, and consumers providing and using goods and services.
- Understand how producers and consumers work together.
- Describe the process of getting goods from farm to market.
- Understand how weather can challenge crop production.
- Identify how farmers learned to grow productive crops in new climates.
- Describe how farmers solve weather problems to grow productive crops.



Evidence of Learning

Summative Assessment:	2 days
Equipment Needed:	Student laptops and iPads, teacher and student editions of text
Teacher Resources:	www.pearsonrealize.com , Chapter 4 Review, Chapter 4 Assessment, Quest Findings: Write an Ad

Formative Assessments:

- Lesson checks
- Student Worktext responses
- Online lesson quizzes
- Activity list learning tasks
- Deserted Island PBL tasks and Venn Diagram



Lesson Plans

Lesson	Time Frame
Lesson 1 Quest-Lending a Hand to a Farmer	2 hours/ 5 days
Lesson 2 Needs, Wants, and Choices	40 minutes/ 2 days
Lesson 3 Food Producers	40 minutes/ 1 day
Teacher Notes: Lessons in this chapter may be used as benchmark or SGML as part of the Scarcity PBL.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> www.pearsonrealize.com	



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Quest - Lending a Hand to Farmer Time Frame: 4 days

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
x Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Literacy, Technology

Integration of Technology:

projector and computer for projecting lesson and pictures of farmers

Equipment Needed:

Student textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Write an ad for a farmer. - Discuss the job of a farmer.	Lesson Sequence - Start with a Brainstorm: Teacher will pick one product and ask the students to help them write the ad, such as What is special about Farmer Fran's produce? How much will it cost? Students will write down and brainstorm ideas together. - Students will go through the lessons in search of connections that will help with the ad. - Students will use the Quest Findings at the end of the chapter to write their ad.	Ad for farmer



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| | <ol style="list-style-type: none">4. Students will work in pairs to create an ad for Farmer Fran.5. Students will present their ad to the class while discussing what a Farmer's job is and why they are important producers. | |
|--|--|--|

Differentiation:

The teacher may provide prompts or ad ideas. Groups can be constructed to provide additional peer support and modeling.

Resources Provided:

Student pages 106-107
paper and materials to create an ad



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Needs, Wants, and Choices	Time Frame:	2 days/40 minutes
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Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Literacy, Technology

Integration of Technology:

projector and computer for projecting lesson

Equipment Needed:

computer and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify needs and wants. - Explain the difference between a need and want. - Understand basic economic concepts, such as money and trade. - Recognize that scarcity requires people to make choices.	Lesson Sequence - The teacher will introduce the vocabulary needs, wants, choice, scarce, and barter. - The students will elicit background knowledge by discussing what things they think they need in their lives. - The students will read and discuss text pages 108-111 as a class, as the teacher guides discussions through questioning. - The students will be put into small groups to discuss scenarios	- Lesson checks - Student Worktext responses - Online lesson quizzes - Activity list learning tasks - Scarcity PBL-Island purchases



	presented by the teacher about if they think items are needs and/or wants. - Students will complete the Quest Connection in their groups. - The class will make a list of possible needs and wants for their Scarcity Island PBL.	
Differentiation: The teacher will provide varied levels of support for group discussions as needed. Students requiring more support may also be provided with discussion starters or response cards to model appropriate discussion and responses.		
Resources Provided: - student text - classroom materials		



Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	Food Producers	Time Frame:	40 minutes / 1 day
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Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Literacy, Technology

Integration of Technology:

computer and projector for projecting lesson

Equipment Needed:

computer and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify producers in communities. - Understand the role of farmers. - Compare farmers today with farmers in the past. - Understand how farmers use resources.	Lesson Sequence - The teacher will introduce the vocabulary producers and harvest. - The students will elicit background knowledge by discussing what people make and grow in rural places. - The students will read and discuss text pages 114-117 as a class, as the teacher guides discussions through questioning. - The students will be put into small groups to discuss some natural	- Lesson checks - Student Worktext responses - Online lesson quizzes - Activity list learning tasks - Scarcity PBL-Island purchases



- resources and what farmers harvest to sell.
5. Students will pair up and create a list of items that producers make to sell.
 6. Students will complete the Quest Connection in their groups.
 7. The class will complete the next part of their Scarcity Island PBL where they will decide what items are the most important to take with them.

Differentiation:

The teacher will provide varied levels of support for group discussions as needed. Students requiring more support may also be provided with discussion starters or response cards to model appropriate discussion and responses.

Resources Provided:

- student text
- classroom materials



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly***, ***Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		x	
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills		x	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		x	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		x	
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs		x	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		x	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	2	Unit Title:	Government
Created:	June 2022	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	2nd grade	Unit Title:	Making a Difference
Unit Summary: Students will learn about American Heroes in our country and how they made a difference. They will see the importance of working together and standing up for what they believe is right. They will discuss different ways to show bravery and how heroes have helped to shape our country and the people in it.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students will be able to identify what makes a hero, Identify heroes who inspire change and explain how heroes help those in need.				

Learning Targets

Standards:	6.1.2. HistoryCC.3, 6.1.2. HistorySE.1, 9.4.2.GCA:1, 9.4.2.CI.2, SEL.PK-12.4.1, SEL.PK-12.4.2, SEL.PK-12.4.3				
Content Statements:	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. All students will understand and use technology systems. All students will select and use applications effectively and productively. All students will recognize and identify the thoughts, feelings and perspectives of others.				
CPI#:	Cumulative Progress Indicator (CPI):				
6.1.2. HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.				
6.1.2. HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.				



LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions

Unit Essential Questions:

- What makes someone a hero?

Unit Enduring Understandings:

- A hero is a person who helps others in need.
- Anyone can be a hero and change the world to make it better.
- A hero may work in any field, such as science, the arts, or government.
- A hero may become a leader or may be an ordinary person who helps solve a local problem.

Unit Learning Targets:

Students will...

- Recognize the character traits of a hero.
- Know what a hero does.
- Understand a hero's motivations.
- Explain why heroes of the past are important.
- Know some historic examples of civil rights activists and the rights for which they fought.
- Identify civil rights activists who worked against racial inequality.
- Identify women's rights activists and their individual contributions.
- Recognize the need for worker's rights and activities who fought for them.
- Explain how and why some heroes help those in need.
- Identify Jane Addams and what she did to help others in need.
- Summarize the history and mission of the Red Cross.



- Discuss who Florence Nightingale was and how she influenced the field of nursing.

Evidence of Learning

Summative Assessment: 2 days

Equipment Needed: Student laptops, iPads

Teacher Resources: www.pearsonrealize.com, Chapter 5 Review, Chapter 5 Assessment, Quest

Findings: Draw a Book Cover

Formative Assessments:

- Lesson checks
- Student Worktext responses
- Online lesson quizzes
- Activity list learning tasks
- Research Project: Women's History Month
- Research Project: Black History Month



Lesson Plans

Lesson	Time Frame
Lesson 1 What Makes a Hero?	45 Minutes/1 day
Lesson 2 Heroes Inspire Change	45 Minutes/1 day
Lesson 3 Heroic Helpers	45 Minutes /1 day

Teacher Notes:

Teacher will use Women's History Month and President's Day as supplemental support for this unit.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pearsonrealize.com



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	What Makes a Hero?	Time Frame:	45 minutes /1 day
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Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Science, Technology

Integration of Technology: www.pearsonrealize.com

Equipment Needed: Student laptops, iPads, student worktext, Teacher Edition/myWorld Interactive Activity Guide, www.pearsonrealize.com: digital activities

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize the character traits of a hero. - Know what a hero does. - Understand a hero's motivations. - Explain why heroes of the past are important.	Lesson Sequence - Introduce the vocabulary trait, courage, risk, sacrifice, and common good. - Unlock the big question: What is a hero? - Work with a partner: Talk about something you did that was helpful but also hard to do. - Discuss the following questions: Why does a hero act? Why are heroes important? Complete Reading Checks on page 140.	- Reading Check - Lesson 1 Check - Online Lesson Quiz



- | | | |
|--|---|--|
| | <ol style="list-style-type: none">5. Students work together to complete the Lesson 1 Check on page 141.6. Students will independently complete the Chapter 5, Lesson 1, Online Lesson Quiz.7. Students will complete the lesson check at the end of the lesson. | |
|--|---|--|

Differentiation:

BL- review the difference between a possible risk and purposely taking a risk to help others.

AL- Students will work in pairs to discuss the outcomes they should consider before deciding to take a risk.

Resources Provided:

- Student Worktext



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Heroes Who Inspire Change	Time Frame:	45 minutes / 1 day
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Science, Technology

Integration of Technology: www.pearsonrealize.com

Equipment Needed: Student laptops, iPads, student worktext, Teacher Edition/myWorld Interactive Activity Guide, www.pearsonrealize.com: digital activities

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know some historic examples of civil rights activists and the rights for which they fought. - Identify civil rights who worked against racial inequality. - Identify women's rights activists and their individual contributions. - Recognize the need for worker's rights and activists who fought for them.	Lesson Sequence - Introduce the vocabulary civil rights, protest, race, boycott. - Unlock the big question: Who are the heroes that inspire change? - Work with a partner: Draw peaceful ways you can get other people to listen to you. - Discuss the following questions: What are civil rights? Why did Harriet Tubman work on the Underground Railroad? - Complete reading checks on page 149-150.	- Reading Check - Lesson 3 Check - Online Lesson Quiz



- | | | |
|--|---|--|
| | <ol style="list-style-type: none">6. Students work together to complete the Lesson 1 Check on page 141.7. Students will independently complete the Chapter 5, Lesson 3, Online Lesson Quiz.8. Students will complete the lesson check at the end of the lesson. | |
|--|---|--|

Differentiation:

BL- Review of equal rights for women, especially in the workplace. Have students work in pairs to draw a picture of a man and woman doing the same job. Students will discuss why or why not men and women should be able to hold the same jobs.

AL- Students will discuss the concept of equal job opportunities for women. They will write a paragraph expressing their opinion about whether or not men and women should be able to hold the same jobs.

Resources Provided:

- Student Worktext
- Music- Annie Get Your Gun



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Heroic Helpers Time Frame: 45 minutes /1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Science, Technology

Integration of Technology: www.pearsonrealize.com

Equipment Needed: Student laptops, iPads, student worktext, Teacher Edition/myWorld Interactive Activity Guide, www.pearsonrealize.com: digital activities

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how and why some heroes help those in need - Identify Jane Addams and what she did to help others in need. - Summarize the history and mission of the Red Cross. - Discuss who Florence Nightingale was and how she influenced the field of nursing.	Lesson Sequence - Introduce the vocabulary: poverty and volunteer. - Unlock the big question: How do heroes help people? - Work with a partner: Act out ways you can help people in your community. - Discuss the following questions: What are some ways helpers help people in need? What changes did Jane Addams want the government to make?	- Reading Check - Lesson 5 Check - Online Lesson Quiz



What are some of the services Addams offered people who came to Hull House?

5. Complete Reading Checks on page 163-164.
6. Students will independently complete the Chapter 5, Lesson 5, Online Lesson Quiz.
7. Students will complete the lesson check at the end of the lesson.

Differentiation:

BL- Lead students in a review of the ways that the Red Cross helps people. In small groups create collages of pictures that show many things that the Red Cross does.

AL- In Pairs students will research the many ways that the Red Cross helps people. They will write informative text that tells at least four facts about the Red Cross.

Resources Provided:

- Student worktext



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	2	Unit Title:	Making A Difference
Created:	June 2022	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	2nd grade	Unit Title:	Our American Culture
Unit Summary: Students will gain an understanding of how culture is passed down through generations, how different cultures are shared in the United States and how American stories/holidays are an important part of our culture to honor people, religions, and heroes in our culture.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The students will be able to identify important traditions in different cultures as well as why we celebrate certain holidays and heroes in our country.				

Learning Targets

Standards:	6.1.2.HistoryUP.2, 6.1.2. HistorySE.1,SEL.PK-12.3.2, SEL.PK-12.3.3,9.4.2.GCA:1, 9.1.2.FP.3
Content Statements:	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. All students will recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Personal, family, and community history is a source of information for individuals about the people and places around them. All students will understand and use technology systems. All students will select and use applications effectively and productively. All students will demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.



All students will demonstrate an understanding of the need for mutual respect when viewpoints differ.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.2. HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2. HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

Unit Essential Questions:

- How is culture shared?

Unit Enduring Understandings:

- Culture is passed down through generations.
- Many different cultures are shared in the United States.
- American stories are an important part of our culture.
- National holidays are an important way to honor people, religions and heroes in our culture.

Unit Learning Targets:

Students will....

- Understand what makes up a person's culture.
- Explain how culture is passed down.
- Identify how music and food are important to culture.
- Understand why there are many cultures in the United States.
- Describe how people share cultures in our country.
- Explain how adults pass culture down to their children.
- Understand the importance of telling stories from the past.
- Distinguish fact from fiction in stories about the past.
- Compare and contrast folktales and tall tales.
- Recognize the different reasons for celebrations.



- Identify holidays that honor American heroes.
- Understand why we celebrate important people.
- Understand how heroes have made a difference in people's lives.

Evidence of Learning

Summative Assessment: 2 days

Equipment Needed: Student laptops, iPads, Student worktext

Teacher Resources: www.pearsonrealize.com, Chapter 6 Review, Chapter 6 Assessment, Quest Findings: Show Off Your Artifact

Formative Assessments:

- Lesson checks
- Student Worktext responses
- Online lesson quizzes
- Activity list learning tasks
- Family Heritage Projects: Family Tree/ Country Flag/ Travel Poster



Lesson Plans

Lesson	Time Frame
Lesson 1 Culture is Our Way Life	40 minutes/ 2 days
Lesson 2 Cultures in Our Country	40 minutes/ 2 days
Lesson 3 American Holidays	40 minutes/ 2 days

Teacher Notes:

Teacher will facilitate collaborative discussion in small group and whole group.

Curriculum Development Resources/Technology Resources:

- Teacher Edition/My World Interactive Activity Guide
- Student worktext
- www.pearsonrealize.com: Digital activities (including Quest PBL activities, student edition eText, and whiteboard activities), Literacy skills worksheets
- Leveled readers



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	Culture is our Way of Life	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: www.pearsonrealize.com

Equipment Needed: Student laptops, iPads, student worktext

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand what makes up a person's culture. - Explain how culture is passed down. - Explain how music and food are important to culture.	Lesson Sequence - Introduce lesson vocabulary: language, religion, heritage, continue. - Unlock the big question: I will know how culture is passed down. - Work with a partner: Compare and contrast your family's food and celebrations to your partner's family's food and celebrations. - The students will read and discuss text pages 180-183 as a class, as the teacher guides discussions through questioning.	- Lesson 1 Quiz - Family Tree



5. The students will be put into small groups. The teacher will play music from various cultures and the groups will work together to guess which culture the music is from.
6. Students will work with partners to draw instruments they have seen at a festival or celebration. They will use books provided from the library and online references.

Differentiation:

The teacher will provide varied levels of support for group discussions as needed. Students requiring more support may also be provided with discussion starters or response cards to model appropriate discussion and responses.

Resources Provided:

- Books on musical instruments
- Online resources about festivals and celebrations around the world
- Student worktext



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Cultures in Our Country	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: www.pearsonrealize.com

Equipment Needed: Student Laptops, iPads, Student worktext

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand why there are many cultures in the United States. - Describe how people share cultures in our country. - Explain how adults pass culture down to their children.	Lesson Sequence - Introduce lesson vocabulary: unique, diverse, parade, settle. - Unlock the big question: I will know about different cultures in the United States. - Turn and talk: Ask your partner where their parents were born. If students know, then the teacher will locate it on a map with them. - The students will read and discuss text pages 186-191 as a class, as the teacher guides discussions through questioning.	- Lesson 2 Quiz - Country Flag



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|--|--|--|
| | <ol style="list-style-type: none">5. In small groups, students will discuss the clothing they have seen at a festival or celebration and why it is important.6. In partners, students will go online to explore traditional clothing. This will help them complete the quest. | |
|--|--|--|

Differentiation:

The teacher will provide varied levels of support for group discussions as needed. Students requiring more support may also be provided with discussion starters or response cards to model appropriate discussion and responses.

Resources Provided:

- Books on clothing
- Online resources for clothing
- Student Worktext



Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	American Holidays	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Language Arts, Technology

Integration of Technology: www.pearsonrealize.com

Equipment Needed: Student laptops, iPads, Student worktext

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize the different reasons for celebrations. - Identify holidays that honor American heroes. - Understand why we celebrate important people. - Understand how heroes have made a difference in people's lives.	Lesson Sequence - Introduce lesson vocabulary: honor, veteran, monument. - Unlock the big question: I will know why national holidays are important. - The teacher will take a class poll to see which national holiday students like best. Students will graph the results. - The students will read and discuss text pages 198-203 as a class, as the teacher guides discussions through questioning.	- Interactive lesson review - Lesson 4 Quiz



5. In small groups, students will write a list of holidays they celebrate and pick one to draw a picture of what they do on that holiday. Students will share with their group.
6. Students will take the interactive lesson review.

Differentiation:

The teacher will provide varied levels of support for group discussions as needed. Students requiring more support may also be provided with discussion starters or response cards to model appropriate discussion and responses.

Resources Provided:

- Graph paper
- Interactive lesson review
- Student worktext



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills		x	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	2	Unit Title:	Our American Culture
Created:	June 2022	Board Approved on:			



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Team meetings present the opportunity to review data and assess the educational needs of all students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The "[*Strengthening Gifted and Talented Education Act*](#)" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders

- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.