

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

Introduction:

Students in 2nd Grade will complete 6 Units in Social Studies. All units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Original Adoption: Aug 16, 2022

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

Created By: J. Oldham

Revised On:

Revised By:

Recommended Pacing Guide

Unit 1: Families Today and in the Past	30 Days
Unit 2: People, Places and Nature	30 Days
Unit 3: Government	30 Days
Unit 4: People Who Supply Our Goods and Services	30 Days
Unit 5: Making a Difference	30 Days
Unit 6: Our American Culture	30 Days

Unit 1: Families Today and in the Past

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Know why it is important to learn about families.
- Appreciate and respect all kinds of families.
- Know that families have a history.
- Know how to use primary and secondary sources to learn about family history.

New Jersey Learning Standards:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 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.
- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted

• **Primary Interdisciplinary Connections:**

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

ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Computer Science & Design Thinking:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 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.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Warm-up Responses
- Reading Check

Alternative Assessments:

- Unit Projects
- Vocabulary Practice Games
- QUEST Connections
- QUEST Findings

Summative Assessments:

- Lesson Quizzes
- Chapter Assessments

Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- Families and communities are important because, in them, people care about each other.

Essential Question:

- How does life change throughout history?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade	Content Area: Social Studies
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<ul style="list-style-type: none"> • 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. 	
Core Instructional & Supplemental Materials	
<p>Activities/Resources/Materials:</p> <ul style="list-style-type: none"> • Smartboard • Chromebooks • Google Applications • Websites • Time For Kids • National Geographic for Kids • Paper and Pencils <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • Five Bold Freedom Fighters by Wade Hudson • The Drinking Gourd: A Story of the Underground Railroad by F.N. Monjo • Coming On Home Soon by Jaqueline Woodson • Follow the Drinking Gourd by Jeanette Winter 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Below Level: <i>The Story of Me</i> • On Level: <i>Learning About Ancestry</i> • Advanced: <i>Remembering Our Past</i> <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>Honoring Our Ancestors</i> by Harriet Rohmer • <i>In Our Mothers' House</i> by Patricia Polacco • <i>Their Great Gift</i> by John Coy • <i>Watch the Stars Come Out</i> by Riki Levinson • <i>Where Did Your Family Come From?</i> By Melvin Berger <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • A Picture Book of Anne Frank by David A. Adler • Who was Anne Frank? by Ann Abramson

Accommodations/Modifications
<p>English Language Learners:</p> <ul style="list-style-type: none"> • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide extended time • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- Provide written directions with models and diagrams when possible
Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
- may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 2: People, Places and Nature

Duration: 30 Days

Student Objectives/ Learning Standards

The student will:

- Know how to use maps to locate places.
- Know how to identify different kinds of land and water.
- Know who and why people have moved to the United States from other parts of the world.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- Know ways that people change the land in their community.

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- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
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- **Primary Interdisciplinary Connections:**

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ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

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Summative Assessments: <ul style="list-style-type: none"> • Lesson Quizzes • Chapter Assessments 	Benchmark Assessments: <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-year SGO • End of year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • 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. 	Essential Question: <ul style="list-style-type: none"> • What is the world like?
Core Instructional & Supplemental Materials	
Activities/Resources/Materials: <ul style="list-style-type: none"> • Smartboard • Chromebooks • Google Applications • Websites • Time For Kids • National Geographic for Kids • Paper and Pencils Suggested Amistad Resources: <ul style="list-style-type: none"> • Five Bold Freedom Fighters by Wade Hudson • The Drinking Gourd: A Story of the Underground Railroad by F.N. Monjo • Coming On Home Soon by Jaqueline Woodson • Follow the Drinking Gourd by Jeanette Winter 	Varied Levels of Text: <ul style="list-style-type: none"> • Below Level: <i>Where Do You Live?</i> • On Level: <i>The Land Around Us</i> • Advanced: <i>This Land is Your Land: A Guide to California</i> Suggested Reading: <ul style="list-style-type: none"> • <i>Make Way for Ducklings</i> by Robert McCloskey • <i>The Long Way to a New Land</i> by Joan Sandin • <i>How I Learned Geography</i> by Uri Shulevitz Suggested Holocaust Resources: <ul style="list-style-type: none"> • A Picture Book of Anne Frank by David A. Adler • Who was Anne Frank? by Ann Abramson

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English Language Learners:

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Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

Economically Disadvantaged:

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- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

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Unit 3: Government

Duration: 30 Days

Student Objective/Learning Standards

The student will:

- Know why the rules and laws are important to follow at home and at school.
- Know how my government works,
- Know why countries need government and what America's government is about.
- Know how our government works with other governments to solve problems.

New Jersey Learning Standards:

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Long Beach Island Consolidated School District Curriculum Guide

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Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • Rules and laws help people and society. • People's rights come with responsibilities. • The United States has three branches of government that 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. 	Essential Question: <ul style="list-style-type: none"> • How does the government work?
Core Instructional & Supplemental Materials	
Activities/Resources/Materials: <ul style="list-style-type: none"> • Smartboard • Chromebooks • Google Applications • Websites • Time For Kids • National Geographic for Kids • Paper and Pencils Suggested Amistad Resources:	Varied Levels of Text: <ul style="list-style-type: none"> • Below Level: <i>Governments Large and Small</i> • On Level: <i>A Day With the Mayor</i> • Advanced: <i>So, Who's in Charge?</i> Suggested Reading: <ul style="list-style-type: none"> • <i>Our Government: The Three Branches</i> by Shelley Buchanan • <i>House Mouse, Senate Mouse</i> by Cheryl Shaw Barnes and Peter W. Barnes • <i>Liberty Lee's Tail of Independence</i> by Cheryl Shaw Barnes and Peter W. Barnes

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade	Content Area: Social Studies
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<ul style="list-style-type: none"> • Five Bold Freedom Fighters by Wade Hudson • The Drinking Gourd: A Story of the Underground Railroad by F.N. Monjo • Coming On Home Soon by Jaqueline Woodson • Follow the Drinking Gourd by Jeanette Winter 	<ul style="list-style-type: none"> • <i>Marshall, the Courthouse Mouse: A Tail of the U.S. Supreme Court</i> by Cheryl Shaw Barnes and Peter W. Barnes • <i>Woodrow, the White House Mouse</i> Cheryl Shaw Barnes and Peter W. Barnes <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • A Picture Book of Anne Frank by David A. Adler • Who was Anne Frank? by Ann Abramson
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Accommodations/Modifications
<p>English Language Learners:</p> <ul style="list-style-type: none"> • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide extended time • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Provide written directions with models and diagrams when possible • Build in more group work to allow ELL students to interact and communicate with peers • Collaborate with language professionals and ESL teachers • Implement pre-reading strategies such as picture walks or topic discussions • Utilize graphic organizers to help provide a purpose for reading and increase comprehension • Utilize visual charts/cues • Display a word wall with current academic vocabulary in each subject • Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson. • Allow the use of audio books when appropriate. • Allow the use of text to speech technology when appropriate. • Utilize translation technology when appropriate. <p>Special Education/504 Plans/Students with Disabilities:</p> <ul style="list-style-type: none"> • Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan • Extended Time to complete tests and assignments • Provide manipulatives when needed • Provide additional time as needed. • Allow the use of audio books when appropriate. • Allow the use of text to speech technology when appropriate. • Utilize translation technology when appropriate.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
- may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 4: People Who Supply Our Goods and Services

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Know the difference between a need and a want.
- Know that farmers use the land to produce food.
- Know how producers and consumers work together.
- Know how producers meet challenges.

New Jersey Learning Standards:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 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.
- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

- **Primary Interdisciplinary Connections:**

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

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

ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Computer Science & Design Thinking:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

comparing it to the cultures of other individuals.

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Warm-up Responses
- Reading Check

Alternative Assessments:

- Unit Projects
- Vocabulary Practice Games
- QUEST Connections
- QUEST Findings

Summative Assessments:

- Lesson Quizzes
- Chapter Assessments

Alternative Assessments:

- Unit Projects
- Vocabulary Practice Games
- QUEST Connections
- QUEST Findings

Knowledge & Skills

Enduring Understandings:

- People have to make choices about needs and wants because resources are limited.
- Food production and consumption is a process that often starts on the farm, and the methods have changed over time.
- Producers and consumers are connected through the selling and buying of goods and services.

Essential Question:

- How do people get what they need?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade	Content Area: Social Studies
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<ul style="list-style-type: none"> Producers face challenges which limit their resources. 	
Core Instructional & Supplemental Materials	
<p>Activities/Resources/Materials:</p> <ul style="list-style-type: none"> Smartboard Chromebooks Google Applications Websites Time For Kids National Geographic for Kids Paper and Pencils <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> Five Bold Freedom Fighters by Wade Hudson The Drinking Gourd: A Story of the Underground Railroad by F.N. Monjo Coming On Home Soon by Jaqueline Woodson Follow the Drinking Gourd by Jeanette Winter 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> Below Level: <i>Or Food : From Farm to Table</i> On Level: <i>How Does My Food Move?</i> Advanced: <i>From Seed to Store: How Our Food Travels.</i> <p>Suggested Reading:</p> <ul style="list-style-type: none"> <i>At the Supermarket:</i> by David Hautiz <i>Bread, Bread, Bread</i> by Ann Morris <i>Farming</i> by Gail Gibbons <i>Ox-Cart Man</i> by Donald Hall <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> A Picture Book of Anne Frank by David A. Adler Who was Anne Frank? by Ann Abramson

Accommodations/Modifications
<p>English Language Learners:</p> <ul style="list-style-type: none"> Provide clear and specific directions Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing Provide extended time Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words Provide written directions with models and diagrams when possible Build in more group work to allow ELL students to interact and communicate with peers Collaborate with language professionals and ESL teachers Implement pre-reading strategies such as picture walks or topic discussions Utilize graphic organizers to help provide a purpose for reading and increase comprehension

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
- may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 5: Making a Difference

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Know what makes someone a hero.
- Know about heroes who were leaders.
- Know about heroes who inspire change.
- Know about heroes of science.
- Know about heroes who help people.
- Know how we can make a difference.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

New Jersey Learning Standards:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 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.
- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted

Primary Interdisciplinary Connections:

- <https://www.nj.gov/education>

ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Computer Science & Design Thinking:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
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- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 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.IML.1: Identify a simple search term to find information in a search engine or digital resource.
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- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
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- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
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Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Warm-up Responses
- Reading Check

Alternative Assessments:

- Unit Projects
- Vocabulary Practice Games
- QUEST Connections
- QUEST Findings

Summative Assessments:

Benchmark Assessments:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade	Content Area: Social Studies
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<ul style="list-style-type: none"> • Lesson Quizzes • Chapter Assessments 	<ul style="list-style-type: none"> • Beginning of Year SGO • Mid-year SGO • End of year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • A hero is a person who helps someone 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. 	Essential Question: <ul style="list-style-type: none"> • What makes someone a hero?
Core Instructional & Supplemental Materials	
Activities/Resources/Materials: <ul style="list-style-type: none"> • Smartboard • Chromebooks • Google Applications • Websites • Time For Kids • National Geographic for Kids • Paper and Pencils Suggested Amistad Resources: <ul style="list-style-type: none"> • Five Bold Freedom Fighters by Wade Hudson • The Drinking Gourd: A Story of the Underground Railroad by F.N. Monjo • Coming On Home Soon by Jaqueline Woodson • Follow the Drinking Gourd by Jeanette Winter 	Varied Levels of Text: <ul style="list-style-type: none"> • Below Level: <i>Everyday Heroes</i> • On Level: <i>Making a Difference</i> • Advanced: <i>Tales of Triumph</i> Suggested Reading: <ul style="list-style-type: none"> • <i>Rosa</i>: by Nikki Giovanni • <i>Ida M. Tarbell</i> by Emily McCully • <i>A Taste of Freedom: Gandhi and the Great Salt March</i> by Elizabeth Cody Kimmel • <i>I Am Malala</i> by Malala Yousafzai with Patricia McCormick Suggested Holocaust Resources: <ul style="list-style-type: none"> • A Picture Book of Anne Frank by David A. Adler • Who was Anne Frank? by Ann Abramson

Accommodations/Modifications

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
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- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
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- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
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- Collaborate with language professionals and ESL teachers
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- Establish a positive connection with parent
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- may need more time engaged
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- Speak clearly and slowly, avoid slang and idiomatic expressions
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Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
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- Supply reading materials on a wide variety of subjects and levels.
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- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

Unit 6: Our American Culture

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Know how culture is passed down.
- Know about different cultures in the United States.
- Know about American stories.
- Know why national holidays are important.

New Jersey Learning Standards:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
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- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
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• **Primary Interdisciplinary Connections:**

- <https://www.nj.gov/education>

ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Computer Science & Design Thinking:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 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.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade	Content Area: Social Studies
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Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> Teacher observation Warm-up Responses Reading Check 	Alternative Assessments: <ul style="list-style-type: none"> Unit Projects Vocabulary Practice Games QUEST Connections QUEST Findings
Summative Assessments: <ul style="list-style-type: none"> Lesson Quizzes Chapter Assessments 	Benchmark Assessments: <ul style="list-style-type: none"> Beginning of Year SGO Mid-year SGO End of year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> 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. 	Essential Question: <ul style="list-style-type: none"> How is culture shared?
Core Instructional & Supplemental Materials	
Activities/Resources/Materials: <ul style="list-style-type: none"> Smartboard Chromebooks Google Applications Websites Time For Kids National Geographic for Kids Paper and Pencils Suggested Amistad Resources: <ul style="list-style-type: none"> Five Bold Freedom Fighters by Wade Hudson The Drinking Gourd: A Story of the Underground Railroad by F.N. Monjo 	Varied Levels of Text: <ul style="list-style-type: none"> Below Level: <i>California Cultures</i> On Level: <i>The Worlds Around Us</i> Advanced: <i>One World</i> Suggested Reading: <ul style="list-style-type: none"> <i>When I Was Little:</i> by Toyomi Igus <i>Dear Juno</i> by Soyung Pak <i>The Boy with Long Hair</i> by Pushpinder (Kaur) Singh Suggested Holocaust Resources: <ul style="list-style-type: none"> A Picture Book of Anne Frank by David A. Adler Who was Anne Frank? by Ann Abramson

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- Coming On Home Soon by Jaqueline Woodson
- Follow the Drinking Gourd by Jeanette Winter

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
- may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2nd Grade

Content Area: Social Studies

towards those goals.

- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.