

Introduction - Grade 2 Social Studies

Content Area: **Social Studies**
Course(s):
Time Period: **Sample Time Period**
Length: **Full Year**
Status: **Published**

Title Page, Table of Contents, Statement of purpose

Statement of Purpose

This course is designed for students in second grade to help them understand social and societal structures and how they play a part in them. Students will learn about different types of communities and define their own community as either rural, urban, or suburban; as well as explore how communities change over time, comparing life today to life in the past, and imagining what life will be like in the future. They will also reflect on citizenship and how to be a contributing member of their community. Students will explore different economic concepts such as work, producing, consuming, smart spending, and saving their money. Additionally, they will consider how people's interactions in the workforce and consumer market have changed over time, due to population increase and technological expansion. Further, students will briefly explore the history of the United States, from the arrival of the pilgrims to today. They will also learn about important inventors and how their inventions have impacted our world, as well as exploring the traditions of the indigenous peoples of America. Then students will learn about the seven continents, different landforms, and natural resources found on the earth. They will also explore how the weather and climate can impact their daily lives, and how climate change occurs and our role in protecting the environment. Finally, students will explore the leadership roles in local, state, and national government, as well as how these officials are elected into office. They will learn about their role in government as voters, and the roles of each of the three branches of government. Additionally, they will explore the national and local symbols of our history, and the life and contributions of American heroes from our past and present.

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Unit 1 - Our Community

Content Area: **Social Studies**
Course(s):
Time Period: **1st Trimester**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will learn about the different types of communities (rural, suburban, and urban), and describe their own community as one of such. Additionally, students will explore different factors that can impact and make changes to a community over time, and compare/contrast life in the past to life in the present. They will also reflect on citizenship and how to be a contributing member of their different communities (school, family, town).

Enduring Understandings

- People come together to live in different types of communities
- The structure of a community can be changed by different things such as immigration, climate, etc.
- The members of a community have rights and responsibilities to contribute to helping their communities.

Essential Questions

- What are the different types of communities that exist?
- What type of community is our town (Sayreville)?
- How are different community places alike and different?
- What changes have affected communities over time?
- How do community members adapt when their environment changes?
- What are the characteristics of a good citizen?
- How can we be good citizens in our school/community?

Summative Assessment and/or Summative Criteria

- Teacher Observation/Anecdotal Notes
- Our community type projects
- Life in 100 years projects

Resources

- Chart paper
- Books: A New Home by Tania de Regil; We Came to America by Faith Ringgold; The Name Jar by Yangsook Choi (F&P IRA); The Little House by Virginia Lee Burton; If You Lived 100 Years Ago by Ann McGovern; Last Stop on Market Street by Matt de la Pena; Miss Rumphius by Barbara Cooney; Good Morning Neighbor by David Cali and Maria Dek
- BrainPop Jr: [Rights and Responsibilities](#)
- Compare/Contrast Graphic Organizer:
http://www.readwritethink.org/files/resources/lesson_images/lesson275/comcon_chart.pdf
- YouTube: [Construction Site Scene - Up Movie](#)

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs
- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.

- Break activities into smaller tasks
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

ELL:

- Preview vocabulary
- Provide graphic organizers
- Provide opportunities for collaborative learning
- Modify assessments to simplify language
- Read questions out loud
- Break activities into smaller tasks
- Provide modified reading passages

Gifted Students:

- Modify Content: vary reading levels in reading materials; offer open ended questions; tie content to an area of student interest
- Modify Process: Allow students to work independently or collaboratively; create a space where students can find independent work; use project based learning
- Modify product: allow students to choose a way to demonstrate their understanding; offer leveled projects

Unit Plan

Topic/Selection Timeframe	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments	Standards
Government Officials, Voting and Elections (1 week)	<ul style="list-style-type: none"> • Explain the roles of public officials and how they are chosen to be in their 	<ul style="list-style-type: none"> • Use BrainPop Jr Video: Local and State Governments to introduce concept. Students will 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Bubble Map Graphic Organizer 	6.1.2.CivicsPI.1

	<p>positions.</p> <ul style="list-style-type: none"> describe the three branches of government and how they solve problems 	<p>fill out Bubble Map Graphic Organizer to assess understanding of local government</p> <ul style="list-style-type: none"> Use DE Video: Voted! to introduce the process of voting and choosing government leaders. Students can fill out voter registration card. Use DE Video Election Day to introduce and discuss the process of the election and how candidates are chosen in local, state, and national elections Use Brain Pop Jr video: Branches of Government to introduce topic. Have a class discussion and create Branches of Government Flip Book 		
<p>Symbols and Monuments (½ week)</p>	<ul style="list-style-type: none"> identify the significance of the national symbols and monuments of the US 	<ul style="list-style-type: none"> Use DE Video: Symbols of the United States of America to introduce and discuss the different symbols of our nation. Complete US 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes US Symbols Fact Collecting Book 	6.1.2.CivicsDP.3

		<p>Symbols fact collecting book</p> <ul style="list-style-type: none"> • Introduce NJ State Symbols using state symbols coloring page 		
<p>American Heroes (1 Week)</p>	<ul style="list-style-type: none"> • identify contributions of people who have impacted the history of the US 	<ul style="list-style-type: none"> • Class discussion: What makes a hero? How is an American Hero different from your personal hero? • Students will explore DE Board and choose one American hero to learn about. Use Biography graphic organizer to report what they learned. 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Biography Graphic Organizer 	<p>6.1.2.HistorySE.1</p>

SOC.6.1.2.CivicsPI.1

Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

SOC.6.1.2.CivicsDP.3

Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

SOC.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.

Suggested Technological Innovations/Use

- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Cross Curricular/21st Century Connections

- WRK.K-12.P.4: Demonstrate creativity and innovation.
- WRK.K-12.P.5: Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.8: Use technology to enhance productivity, increase collaboration and communicate effectively.
- WRK.K-12.P.9: Work productively in teams while using cultural/global competence.
- SEL.PK-12.1: Self Awareness: Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- SEL.PK-12.2.2: Self Management: Recognize the skills needed to establish and achieve personal and educational goals
- SEL.PK-12.5: Relationship Skills: Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed

Unit 2 - All About Work

Content Area: **Social Studies**
Course(s):
Time Period: **1st Trimester**
Length: **3 weeks**
Status: **Published**

Summary of the Unit

In this unit, students will explore different economic concepts such as work, producing, consuming, smart spending, and saving their money. Additionally, they will consider how people's interactions in the workforce and consumer market have changed over time, due to population increase and technological expansion.

Enduring Understandings

- People work to earn money.
- Money is used to buy goods and services.
- Money can be used to buy needs and wants.
- People save money for different reasons.
- It's important to look for good prices when shopping.

Essential Questions

- Why do people work?
- Why might someone spend money? Why would they save money?
- What is the difference between a want and a need?
- What is a producer and what is a consumer?
- How has technology changed the way we meet our wants and needs?

Summative Assessment and/or Summative Criteria

- Teacher Observation/Anecdotal Notes
- Student writing, reports, collages/slides

Resources

- Chart Paper
- Books: What Shoes Will You Wear? by Julia Cook; When I Grow Up by Weird Al Yankovic; Alexander, Who Used to be Rich Last Sunday by Judith Viorst; The Berenstain Bears' Dollars and Sense by Stan and Jan Berenstain
- Graphic Organizers: T-Chart (Wants and Needs)
- BrainPop Jr: [Spending and Saving](#), [Needs and Wants](#)
- YouTube Videos
- Discovery Education
- Career Interest Survey
- Circulars from grocery stores
- PBS Learning Media: [Technology Over Time](#)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Jobs, Careers (1 week)	<p>SWBAT describe the reasons why people have jobs and work</p> <p>SWBAT investigate different jobs and explore one that they find interesting.</p>	<ul style="list-style-type: none"> • Class discussion to establish prior knowledge: Why do people work? Record on chart paper • Teach vocabulary: career, vocation, occupation • Read aloud (What Shoes Will You Wear; When I Grow Up) and lead class discussion about possible jobs. • Class exploration: allow students to use different media (books, chromebooks, etc.) to explore one 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Student writing about their career (See Resource Packet) 	6.1.2.EconET.4

		<p>career that interests them. Students will complete a drawing of themselves doing that job and write a paragraph describing the career they chose.</p>		
<p>Spending vs. Saving (1 week)</p>	<p>SWBAT describe the difference between spending and saving, and why people would choose to do either.</p> <p>SWBAT compare prices of different consumer goods and determine where to find the best deal.</p>	<ul style="list-style-type: none"> • Read aloud and class discussion (Alexander Who Used to be Rich Last Sunday; Berenstain Bears' Dollars and Sense). Have students describe the reasons why someone would spend or save money. • Brainstorm a list of foods. In groups, have students explore different grocery store circulars to compare prices of one particular food item to determine which store is the best place to go to buy that item. Have students share their findings with the class. 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Group reports on grocery items. 	6.1.2.EconET.4
<p>Wants and Needs (1-2 days)</p>	<p>SWBAT define and describe wants and needs.</p>	<ul style="list-style-type: none"> • Class discussion to define wants and needs • Activity: Students take 5-10 minutes filling out a T-chart listing their wants and needs. Use table talk to have students compare their lists. • Give students a list of wants and needs and have them rank them in order of importance. Use table talk to have students compare and explain their rankings. 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Student writing - wants and needs 	6.1.2.EconET.1
<p>Producing and Consuming (1-2 days)</p>	<p>SWBAT define and differentiate between</p>	<ul style="list-style-type: none"> • Review first grade vocabulary: goods, services • Teach vocabulary: 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Student collage/slide 	6.1.2.EconEM.2

	producers and consumers.	<p>produce, consume</p> <ul style="list-style-type: none"> • Lead class discussion: If we know what it means to produce and to consume, what do you think it means to be a producer/consumer? Create class definition • Students will create a collage/google slide showing different types of producers and consumers. 		
The impact of technology (1-2 days)	SWBAT describe the role the developing technology plays in how we meet our needs and wants.	<ul style="list-style-type: none"> • Have students brainstorm different types of technology (phones, video games, television, computers, etc.) • Use PBS's Technology over time to explore the development of technology over the last 100+ years • Have students write a short story imagining that they are a time traveler from the past who arrives in the present. 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Time traveler writing piece 	6.1.2.Geo.HE.2

SOC.6.1.2.EconET.1

Explain the difference between needs and wants.

SOC.6.1.2.EconET.4

Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

SOC.6.1.2.GeoHE.2

Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

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- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
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- Repeat and clarify any directions given.
- Break activities into smaller tasks
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

ELL:

- Preview vocabulary
- Provide graphic organizers
- Provide opportunities for collaborative learning
- Modify assessments to simplify language
- Read questions out loud
- Break activities into smaller tasks
- Provide modified reading passages

Gifted Students:

- Modify Content: vary reading levels in reading materials; offer open ended questions; tie content to an area of student interest
- Modify Process: Allow students to work independently or collaboratively; create a space where students can find independent work; use project based learning
- Modify product: allow students to choose a way to demonstrate their understanding; offer leveled projects

Suggested Technological Innovations/Use

- CS.K-2.8.1.2.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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- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 3: Our Past/Sayreville History

Content Area: **Social Studies**
Course(s):
Time Period: **2nd Trimester**
Length: **4 weeks**
Status: **Published**

Summary of the Unit

In this unit, students will briefly explore the history of the United States, from the arrival of the pilgrims to today. They will also learn about important inventors and how their inventions have impacted our world, as well as exploring the traditions of the indigenous peoples of America.

Enduring Understandings

- People create inventions to solve problems in society.
- The Native Americans lived here before the United States was a country
- The United States has gone through many changes from the beginning of the country to now
- People come to live in America for a lot of different reasons
- Sayreville has gone through many changes and had important people live here.

Essential Questions

- How have inventions changed how we live? Who invented them?
- Who are the Native Americans? What are some of their tribes and traditions?
- How did the United States develop?
- What are some reasons that people would immigrate to America?
- What are some important events and people from Sayreville?

Summative Assessment and/or Summative Criteria

- Teacher Observation/Anecdotal Notes

- Biography Graphic Organizer
- Native American Tribes Graphic Organizer

Resources

- Chart Paper
- Books:
- Discovery Education: [Inventors That Changed the World](#); [Moving to America](#)
- BrainPop Jr: [Cherokee](#), [Pueblo](#), [Iroquois](#)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Famous Inventors (½ week)	SWBAT name a famous inventor, describe their invention, and explain how it changed the world.	<ul style="list-style-type: none"> • Discovery Education Story: Inventors Who Changed the World • Provide students with a list of 10-15 famous inventors (potential source - make a diverse list). Have students choose one to explore and fill out a graphic organizer. Students will share their findings in small groups. 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Biography Graphic Organizer 	6.1.2.HistorySE.3
Native Americans (½ week)	SWBAT to describe the culture and traditions of some of the Native American tribes.	<ul style="list-style-type: none"> • Use DE Video to introduce topic, and learn about traditions of some of the tribes that lived in the Northeast. • Students can explore (using Discovery Education or BrainPop Jr), the 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Native American Tribes Graphic Organizer 	6.1.2.HistoryCC.2

		Native American tribe of their choice, and fill out a graphic organizer with some information about the life and traditions of their tribes. Students will share what they learned.		
US History (½ week)	SWBAT create a brief timeline of the history of the United States from the arrival of the pilgrims to today.	<ul style="list-style-type: none"> As a class, work together to create a timeline of US history. (arrival of pilgrims, thanksgiving, US independence, etc.) Include important events in Sayreville (building bombers for World Wars). 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes 	6.1.2.HistoryCC.3
US History - Immigration (1 week)	SWBAT explain the reasons why people immigrate to America.	<ul style="list-style-type: none"> Use DE Resource to introduce topic. Facilitate class discussion: how did people come to America? Why might someone choose to move to America? 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes 	6.1.2.HistoryCC.3
Sayreville History (1 week)	SWBAT name and describe important moments in the history of Sayreville	<ul style="list-style-type: none"> Review beginnings of Sayreville using timeline document Review list of important people who have lived in Sayreville and their roles in society. Have students research and write about one of these people (found on timeline document) Sayre and Fisher Brick Company: discuss importance of this business in Sayreville history and follow links in timeline document for videos and more information 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes 	6.1.2.HistoryCC.3 6.1.2.CivicsDP.3 6.1.2.HistoryCC.1

SOC.6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
SOC.6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
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.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.

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ELL:

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- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 4: All About Earth

Content Area: **Social Studies**
Course(s):
Time Period: **3rd Trimester**
Length: **2 weeks, plus morning work**
Status: **Published**

Summary of the Unit

In this unit, students will learn about the seven continents, different landforms, and natural resources found on the earth. They will also explore how the weather and climate can impact their daily lives, and how climate change occurs and our role in protecting the environment.

Enduring Understandings

- The world has many different types of land and water.
- There are seven continents on Earth that all have different features.
- Humans can make changes to the earth that have positive or negative impact.
- The weather and climate can impact how we live our lives.

Essential Questions

- What are different types of land and water found on earth?
- What are the characteristics of different landforms and bodies of water?
- What are the names of the city, state, country, and continent where I live?
- How do we change the earth and what are some ways that we can protect it?
- How does the weather impact our lives?

Summative Assessment and/or Summative Criteria

- Teacher Observation/Anecdotal Notes
- Continent Comparison Venn Diagram
- Climate Change Poster

- Natural Resource Writing

Resources

- Chart paper
- Graphic Organizers
- BrainPop Jr: [Landforms](#), [Continents and Oceans](#), [Natural Resources](#)
- Discovery Education: [Continents Channel](#)
- YouTube: [Video to help remember the continents names](#)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Weather/Seasons (1-2 weeks morning work)	SWBAT record the weather and describe how it effects their daily lives.	<ul style="list-style-type: none"> • Morning work to prepare for future lesson: students will create a weather journal to record the day's weather • In morning meetings, create a bar graph to chart the weather 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes 	6.1.2.Geo.HE.1
Landforms (½ week)	SWBAT identify and describe the different landforms found on Earth	<ul style="list-style-type: none"> • Define landform as an area of land that was made naturally. • Watch BrainPop Jr Video to explore different kinds of landforms (day 1) • Watch Discovery Education video on landforms to 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes 	6.1.2.GeoPP.1

		<p>review (day 2)</p> <ul style="list-style-type: none"> • Use chart paper and interactive writing to define (split between 2 lessons): continent, mountain, mountain range, hill, plateau, valley, river, stream, canyon, plains, coast, bay, island, peninsulas 		
<p>Continents (½ week)</p>	<p>SWBAT identify the seven continents, and compare and contrast features of each continent.</p>	<ul style="list-style-type: none"> • Review vocabulary from first grade: city, state, country, continent • Display world map with continents marked but not labeled. Add labels to introduce each continent. • Explore the features of each continent using BrainPopJr video • Students will choose two continents to compare and contrast using Venn Diagram (DE Channel: Continents) 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Venn Diagram 	<p>6.1.2.Geo.SV.1</p>
<p>Weather/Seasons (1-2 weeks morning work)</p>	<p>SWBAT record the weather and describe how it effects their daily lives.</p>	<ul style="list-style-type: none"> • Students will review the bar graph, and their journal entries with a partner. Students will create a list of ways that the weather has impacted the things they do each day. 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes 	<p>6.1.2.Geo.HE.1</p>

<p>Human Impact on Earth/Climate Change</p> <p>(½ week)</p>	<p>SWBAT describe human impact on earth and name some actions they can take to protect our planet</p>	<ul style="list-style-type: none"> • Use DE video Earth Day to explore climate change and human impact. • Students will work together to create a poster encouraging others to take some sort of action to help save our planet 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Climate Change Poster 	<p>6.1.2.Geo.HE.2</p> <p>6.3.2.GeoGl.1</p>
<p>Natural Resources</p> <p>(½ week)</p>	<p>SWBAT explain how natural resources are used in manufacturing.</p> <p>SWBAT describe how manmade resources are made and repaired using natural resources.</p>	<ul style="list-style-type: none"> • Review vocabulary natural resources from first grade (BrainPop Jr Video) • Use chart paper to brainstorm list of manmade resources (cars, cell phones, smart boards, etc.) • In teams, have students list natural resources that might be used in the creation of some of these objects • Working with the same natural resource, have students consider the question: What would happen if your manmade resource broke? Can it be repaired or reused? How? Write a paragraph to answer this question 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Natural Resource writing 	<p>6.1.2.EconNE.1</p>

SOC.6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
SOC.6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs
- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Break activities into smaller tasks
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

ELL:

- Preview vocabulary
- Provide graphic organizers
- Provide opportunities for collaborative learning
- Modify assessments to simplify language
- Read questions out loud
- Break activities into smaller tasks
- Provide modified reading passages

Gifted Students:

- Modify Content: vary reading levels in reading materials; offer open ended questions; tie content to an area of student interest
- Modify Process: Allow students to work independently or collaboratively; create a space where students can find independent work; use project based learning
- Modify product: allow students to choose a way to demonstrate their understanding; offer leveled projects

Suggested Technological Innovations/Use

- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 5: Our Government

Content Area: **Social Studies**
Course(s):
Time Period: **3rd Trimester**
Length: **3 weeks**
Status: **Published**

Summary of the Unit

In this unit, students will explore the leadership roles in local, state, and national government, as well as how these officials are elected into office. They will learn about their role in government as voters, and the roles of each of the three branches of government. Additionally, they will explore the national and local symbols of our history, and the life and contributions of American heroes from our past and present.

Enduring Understandings

- Our government has local, state, and national leaders.
- US citizens cast their vote for the people that they want to be their leaders.
- The three branches of government work together to solve problems.
- There are national symbols and monuments that tell the history of our country.
- American heroes are historical or modern figures who have made an important impact on our history.

Essential Questions

- What are the roles of our mayor, governor, and president?
- How do we choose our community, city, state, and country's leaders?
- How are community issues and conflicts addressed by government?
- Why do we have national symbols and monuments? What do they represent?
- What are the qualities of a hero?
- Who are some American heroes and how did they contribute to the United States?

Summative Assessment and/or Summative Criteria

- Teacher Observation/Anecdotal Notes
- Bubble Map Graphic Organizer
- US Symbols Fact Collecting Book
- Biography Graphic Organizer

Resources

- BrainPop Jr Video: [Local and State Government](#)
- Graphic Organizers: Bubble Map
- Worksheets: Voter Registration Card

Unit Plan

Topic/Selection Timeframe	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments	Standards
Government Officials, Voting and Elections (1 week)	<ul style="list-style-type: none"> • Explain the roles of public officials and how they are chosen to be in their positions. • describe the three branches of government and how they solve problems 	<ul style="list-style-type: none"> • Use BrainPop Jr Video: Local and State Governments to introduce concept. Students will fill out Bubble Map Graphic Organizer to assess understanding of local government • Use DE Video: I Voted! to introduce the process of voting and choosing government leaders. Students can fill out voter 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Bubble Map Graphic Organizer 	6.1.2.CivicsPI.1

		<p>registration card.</p> <ul style="list-style-type: none"> • Use DE Video Election Day to introduce and discuss the process of the election and how candidates are chosen in local, state, and national elections • Use Brain Pop Jr video: Branches of Government to introduce topic. Have a class discussion and create Branches of Government Flip Book 		
<p>Symbols and Monuments</p> <p>(½ week)</p>	<ul style="list-style-type: none"> • identify the significance of the national symbols and monuments of the US 	<ul style="list-style-type: none"> • Use DE Video: Symbols of the United States of America to introduce and discuss the different symbols of our nation. Complete US Symbols fact collecting book • Introduce NJ State Symbols using state symbols coloring page 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • US Symbols Fact Collecting Book 	6.1.2.CivicsDP.3
<p>American Heroes</p> <p>(1 Week)</p>	<ul style="list-style-type: none"> • identify contributions of people who have impacted the history of the US 	<ul style="list-style-type: none"> • Class discussion: What makes a hero? How is an American Hero different from your personal hero? 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Biography Graphic Organizer 	6.1.2.HistorySE.1

		<ul style="list-style-type: none"> • Students will explore DE Board and choose one American hero to learn about. Use Biography graphic organizer to report what they learned. 	
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SOC.6.1.2.CivicsPI.1

Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

SOC.6.1.2.CivicsDP.3

Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

SOC.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.

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