

Grade 2
Social Studies
Curriculum

2nd Grade: Pacing Guide

Units	Recommended Length of Unit
Unit 1: United States History: America In the World	12 Weeks
Unit 2: Geography, People, and Environment	10 Weeks
Unit 3: Economics, Innovation, & Technology	8 weeks
Unit 4: History, Culture, and Perspectives	10 Weeks

Unit 1: Civics, Government, & Human Rights

Trimester: 1

Recommended Instructional Days: 12 weeks

NJSLS - United States History: America in the World 6.1

Disciplinary Strand: Civics, Government, and Human Rights

Disciplinary Concept:

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Human and Civil Rights (HR)
- Civic Mindedness (CM)

NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Civics, Government, and Human Rights
- **Disciplinary Concept:** Participation and Deliberation

Essential Questions

(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)

1. What are the roles and responsibilities of community leaders?
2. What makes a good rule or law?
3. What does it mean to be a good citizen?
4. How can people work together to make their community a better place?

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

Disciplinary Concept: Civic Responsibility

<u>Core Ideas</u>	<u>Performance Expectations</u>
There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none">• 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.• 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Disciplinary Concept: Creativity and Innovation

<u>Core Ideas</u>	<u>Performance Expectations</u>
Brainstorming can create new, innovative ideas.	<ul style="list-style-type: none">• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Career Readiness, Life Literacies, & Key Skills

Practices:

- Act as a responsible and contributing community member and employee.
- Model integrity, ethical leadership and effective management
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them.

Knowledge and Skills

(Core Ideas) Students will know....	(Performance Expectations) Students will be able to...
Local community and government leaders have roles and responsibilities to provide services for their community members.	<p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <ul style="list-style-type: none"> • 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
Rules for all to live by are a result of the actions of government, organizations, and individuals.	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
The actions of individuals and government affect decisions made for the common good.	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. • 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • 6.1.2.CivicsPI.6: Explain what government is and its function.
When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard	<ul style="list-style-type: none"> • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	<ul style="list-style-type: none"> • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. • 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. • 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Knowledge and Skills (continued)

(Core Ideas) Students will know....	(Performance Expectations) Students will be able to...
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	<ul style="list-style-type: none">• 6.1.2.CivicsPR.1: Determine what makes a good rule or law.• 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.• 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
Processes and rules should be fair, consistent, and respectful of the human rights of all people.	<ul style="list-style-type: none">• 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.
Certain character traits can help individuals become productive members of their community.	<ul style="list-style-type: none">• 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.• 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.
When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.	<ul style="list-style-type: none">• 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text using evidence.
2. Present students with a list of “fair” and “unfair” classroom rules. In small groups, have students sort the rules into two lists: fair and unfair. As a group, students will debate and discuss why certain rules are considered fair, while others are not. Each group can present their findings to other groups in the class.
3. Building on the previous fair/unfair rule activity, students will vote on the top 5 rules to create a “class constitution.” Students and teacher will sign the constitution & agree to follow the rules throughout the school year.
4. Create a **picture book** highlighting 2-3 American symbols and monuments. In complete sentences, students will summarize what each symbol represents to our county.
5. Students will illustrate a government leader of their choice. Using informational texts provided by the teacher, students will write a first person narrative describe the government’s leader’s role in the community.
6. Read and discuss various age appropriate picture books related to how governments and people can participate in making a difference in their community. Suggested titles:
 - a. *Kamala and Maya’s Big Idea* by Meena Harris
 - b. *Everyone Gets A Say* by Jill Twiss
 - c. *Say Something!* By Peter H. Reynolds

Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

Resources

- BrainPop Junior
- Time for Kids (Grade 2)
- Scholastic News
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- IXL
- *Kamala and Maya’s Big Idea* by Meena Harris
- *Everyone Gets A Say* by Jill Twiss

Social Studies Practices

- Developing Questions and Planning Inquiry
- Seeking Diverse Perspectives
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

See page 24 for additional detail

Social-Emotional Learning Competencies

- Social Awareness
- Responsible Decision Making
- Relationship Skills

See page 25 for sub-competencies

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	x	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>
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Unit 2: Geography, People, and the Environment

Trimester: 2

Recommended Instructional Days: 10 weeks

NJSLS - United States History: America in the World 6.1

Disciplinary Strand: Geography, People, and the Environment

Disciplinary Concept:

- Spatial Views of the World (SV)
- Human Population Patterns (PP)
- Human Environment Interaction (HE)
- Global Interconnections (GI)

NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Geography, People and the Environment:
- **Disciplinary Concept:** Global Interconnections

Essential Questions

(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)

1. How does our environment influence way we live?
2. Why do people move from place to place?
3. What can maps teach us about a place?

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

Disciplinary Concept: Critical Thinking & Problem Solving

<u>Core Ideas</u>	<u>Performance Expectations</u>
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<ul style="list-style-type: none">• 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem <i>(e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</i>

Disciplinary Concept: Digital Citizenship

<u>Core Ideas</u>	<u>Performance Expectations</u>
Young people can have a positive impact on the natural world in the fight against climate change	<ul style="list-style-type: none">• 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

Career Readiness, Life Literacies, & Key Skills

Practices:

- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Act as a responsible and contributing community members and employees

Knowledge and Skills

(Core Ideas) Students will know....	(Performance Expectations) Students will be able to...
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> • 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).
A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). • 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). • 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
Geographic data can be used to identify cultural and environmental characteristics of places	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
Environmental characteristics influence the how and where people live.	<ul style="list-style-type: none"> • 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). • 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. • 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there
Global interconnections occur between human and physical systems across different regions of the world	<ul style="list-style-type: none"> • 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. • 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> • 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer 5W questions about the text.
2. Use visual aids/photographs of various environments around the world. Make inferences about the climate, economy, people of the areas represented. (Google Earth can be useful for this)
3. Identify & label various maps to identify key physical features of a place.
4. Identify & label the different properties and purposes of maps.
5. Students will design their own new community by reflecting on the human and physical characteristics that makes a location a good place to live. Students will then map their community on graph paper and creating a legend to illustrate the features of their community.
6. Read and discuss various current events related to climate change and environmental issues around the globe.
7. Read and discuss: ***The Boy Who Grew A Forest*** by Sophia Gholz

Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

Resources

- BrainPop Junior
- Time for Kids (Grade 2)
- Scholastic News (Grade 2)
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- IXL
- Google Maps/Earth
- ***The Boy Who Grew A Forest*** by Sophia Gholz
- [National Geographic Elementary Map Skills](#)

Social Studies Practices

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Developing Claims and Using Evidence
- Taking Informed Action

Social-Emotional Learning Competencies

- Self-Awareness
- Responsible Decision Making

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

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Unit 3: Economics, Innovation, & Technology

Trimester: 2-3

Recommended Instructional Days: 8 weeks

NJSLS - United States History: America in the World 6.1

Disciplinary Strand: Economics, Innovation, & Technology

Disciplinary Concept:

- Economic Ways of Thinking (ET)
- Exchanges and Markets (EM)
- National Economy (NE)
- Global Economy (GE)

NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Geography, People and the Environment
- **Disciplinary Concept:** Global Interconnections

Essential Questions

(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)

1. How do people earn a living?
2. In what ways does trade benefit a community?
3. How does the environment affect the goods, services, and resources available to people?
4. What goods and services does the government provide its citizens?

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

Disciplinary Concept: Financial Psychology

<u>Core Ideas</u>	<u>Performance Expectations</u>
There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.	<ul style="list-style-type: none">• 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves
External factors can influence the items that an individual wants or needs	<ul style="list-style-type: none">• 9.1.2.FP.2: Differentiate between financial wants and needs.• 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Career Readiness, Life Literacies, & Key Skills

Practices:

- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Utilize critical thinking to make sense of problems and persevere in solving them.

Knowledge and Skills

(Core Ideas)

Students will know....

(Performance Expectations)

Students will be able to...

Individuals make decisions based on their needs, wants, and the availability of resources.

- **6.1.2.EconET.1:** Explain the difference between needs and wants.
- **6.1.2.EconET.2:** Cite examples of choices people make when resources are scarce.

Limited resources influence choices.

- **6.1.2.EconET.3:** Describe how supply and demand influence price and output of products.

Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).

- **6.1.2.EconET.4:** Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- **6.1.2.EconET.5:** Describe how local and state governments make decisions that affect individuals and the community.

Goods and services are produced and exchanged in multiple ways.

- **6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services.
- **6.1.2.EconEM.3:** Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

The availability of resources influences current and future economic conditions.

- **6.1.2.EconNE.1:** Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

There are benefits to trading goods and services with other countries.

- **6.1.2.EconGE.1:** Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- **6.1.2.EconGE.2:** Explain why people in one country trade goods and services with people in other countries.

Global interconnections occur between human and physical systems across different regions of the world.

- **6.3.2.GeoGI.1:** Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text.
2. In small groups, students will sort “wants” and “needs” flashcards into two columns on a large t-chart. Students will discuss why each item is either a want or need. Students will independently summarize what the difference between want and need and provide examples of both.
3. Write a **persuasive review** related to prompt(s) about climate change and how it affects our economy and access to natural resources.
4. Read and discuss: **Swap!** By Steve Light (discusses bartering)
5. Read and discuss current events related to global trade.
6. Read and discuss: **Lemonade in Winter** by Emily Jenkins
 - Key terms: supply and demand, profit, investment, customer, business
 - Reflection Question: What changes would you make to Pauline and John-John’s lemonade stand? How would these changes help you earn more money?

Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

Resources

- BrainPop Junior
- Time for Kids (Grade 2)
- Scholastic News (Grade 2)
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- IXL
- *Swap!* By Steve Light
- *Lemonade in Winter* by Emily Jenkins

Social Studies Practices

- Developing Questions and Planning Inquiry
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations

Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Responsible Decision Making

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Unit 4: History, Culture, and Perspectives

Trimester: 3

Recommended Instructional Days: 10 weeks

NJSLS - United States History: America in the World 6.1

Disciplinary Strand: History, Culture, and Perspectives

Disciplinary Concept:

- Continuity and Change (CC)
- Understanding Perspectives (UP)
- Historical Sourcing and Evidence (SE)
- Claims and Argumentation (CA)

NJSLS - Active Citizenship in the 21st Century 6.3

- Disciplinary Strand: Civics, Government, and Human Rights
- Disciplinary Concept: Participation and Deliberation

Essential Questions

(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)

1. How does understanding the past help us understand the world today?
2. Why is respecting others' thoughts, feelings, and differences important?
3. How can we learn from each other's thoughts, feelings, and differences?
4. Why should we learn about historical and current events from different sources of information?

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

Disciplinary Concept: Global and Cultural Awareness

<u>Core Ideas</u>	<u>Performance Expectations</u>
Individuals from different cultures may have different points of view and experiences.	<ul style="list-style-type: none">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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Disciplinary Concept: Information and Media Literacy

<u>Core Ideas</u>	<u>Performance Expectations</u>
A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.	<ul style="list-style-type: none">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 (e.g., 6.3.2.GeoGI.2, 6.1.2.History SE.3, W.2.6, 1-LSI-2).

Career Readiness, Life Literacies, & Key Skills

Practices:

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Knowledge and Skills

(Core Ideas)

Students will know....

(Performance Expectations)

Students will be able to...

Historical timelines put events in chronological order to help people understand the past.

- **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.
- **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history

Understanding the past helps to make sense of the present.

- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.

Two or more individuals can have a different understanding of the same event.

- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.HistoryUP.3:** Use examples from the past and present to describe how **stereotyping** and **prejudice** can lead to conflict.

The nature of history involves stories of the past preserved in a variety of sources.

- **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.
- **6.1.2.HistorySE.2:** Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays)

Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

- **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).

Historians create arguments outlining ideas or explanations based on evidence.

- **6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.

- **6.3.2.CivicsPD.1:** With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text.
2. Connect current event articles to historical events from the past using class discussions, as well as independent and group activities. Teacher will select a variety primary and secondary sources to aid student inquiry. Use Time for Kids or Scholastic News to provide a focus on theme, event, historical figure, or time period.
3. Create **timelines** of key historical figures, events, and places related to our community. Encourage students to practice verbs that imply past, present, and future.
4. Explore the question: How does understanding the past help us make sense of the present?
 - a. Read and discuss picture book: ***Si, Se Puede! / Yes, We Can!***: Janitor Strike in L.A. by Diana Cohn
 - i. How are Carlitos' mom and Miss Lopez's grandfather similar? How are they different?
 - ii. How did learning about the past help Carlitos understand his present?
 - iii. Connect to book to Cesar Chavez, Dolores Huerta & Larry Itliong and the farm workers movement
5. Read and discuss: ***Child of the Civil Rights Movement*** by Paula Young Shelton. Discuss: stereotyping, prejudice, how past events connect to today.
6. Incorporate grade-level Holocaust/Genocide lessons provided by the New Jersey Commission on Holocaust Education. (see link provided under "resources")

Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

Resources

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- Time for Kids (Grade 2)
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- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- IXL
- *Si, Se Puede! / Yes, We Can!*: Janitor Strike in L.A. by Diana Cohn
- *Child of the Civil Rights Movement* by Paula Young Shelton.
- Teaching about the Holocaust using UDL (click [here!](#))

Social Studies Practices

- Seeking Diverse Perspectives
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions

Social-Emotional Learning Competencies

- Self-Awareness
- Social Awareness
- Relationship Skills

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	x	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>
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Modifications & Accommodations Chart

IEP's/504's

- Preferential seating
- Use of technology
- Audio books/texts
- Text-to-speech
- Provide class notes
- Extended time
- Repeat directions
- Redirection
- Visual aids/graphic organizers
- Provide word banks
- Modify class assignments & assignments for length and difficulty

English Language Learners

- Use of technology
- Text-to-speech
- Audio books/texts
- Word banks
- Reference sheets
- Model assignments
- Small groups/peer partners
- Bilingual dictionary/translation
- Visual aids
- Graphic organizers
- Modified assignments

RTI

- Provide verbal & written instructions
- Preferential seating
- Flexible seating
- Use of technology
- Text-to-speech
- Audio books/texts
- Extended time
- Provide visual aids & graphic organizers
- Chunk assignments into more manageable tasks
- Small groups/peer partners
- Provide class notes
- Allow breaks

Gifted & Talented

- Tiered assignments
- Choice boards
- Ability grouping
- Provide independent learning opportunities
- Use of learning centers
- Higher Level Questioning
- Independent Research/Inquiry

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

<u>Practice</u>	<u>Description</u>
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed