

Red Bank Charter School

Grade 2 Social Studies Curriculum

| Recommended Pacing Guide | |
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| Unit 1: All About Communities | Marking Period 1 |
| Unit 2: Citizenship- Working Together | Marking Period 2 |
| Unit 3: Geography- Our Earth | Marking Period 3 |
| Unit 4: Economics- Connecting to the World | Marking Period 4 |
| Unit 5: History- People and Places in History | Ongoing |
| Unit 6: Culture- Celebrating our Heritage | Ongoing |

| Suggested Accommodations For All Units |
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| <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pair ELL student with student who speaks English and understands/ able to communicate with student’s native language (student buddy) ● Simplify content ● Google Translator ● Multi - language word wall ● Provide extended time ● Speak clearly and slowly, avoid slang and idiomatic expressions ● Visuals ● Gesturing ● Miming and roleplay ● Use of realia and manipulatives ● Simplified language/teacher talk/thinking aloud ● Personal word walls ● Introducing key vocabulary before lesson ● Small group instruction <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 ● Leveled Guided Reading Books (NewsELA) ● Paired partner reading ● Literacy Projects ● Differentiated Instruction/Layered Curriculum/Tiered Lessons ● Books on tape ● Preferential seating ● Scriber for students who can’t write |

- Extra time for completion of work
- Possible partial credit
- Differentiated Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Anchor charts/Reinforced work
- Guided notes
- Preferential seating

Gifted and Talented:

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
 - <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Anchor activities/ Reinforced work

Students at Risk of Failure:

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Providing needed academic resources (paper, pencils, computer time,)
- Be flexible with assignments

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals

Unit 1: All About Communities

Duration: Marking Period 1

Standards/Learning Targets

New Jersey Student Learning Standards:

- **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.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.2:** Cite evidence that explains why rules and laws in school and communities are needed.
- **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 how individuals can work together to make decisions in the classroom.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.
- **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.

Primary Interdisciplinary Connections:

Reading Informational Text

- **CCSS.ELA-LITERACY.RI.2.1-** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **CCSS.ELA-LITERACY.RI.2.2-** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **CCSS.ELA-LITERACY.RI.2.3-** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **CCSS.ELA-LITERACY.RI.2.4-** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **CCSS.ELA-LITERACY.RI.2.5-** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **CCSS.ELA-LITERACY.RI.2.6-** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS.ELA-LITERACY.RI.2.7-** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **CCSS.ELA-LITERACY.RI.2.8-** Describe how reasons support specific points the author makes in a text.
- **CCSS.ELA-LITERACY.RI.2.9-** Compare and contrast the most important points presented by two texts on the same topic.
- **CCSS.ELA-LITERACY.RI.2.10-** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

- **CCSS.ELA-LITERACY.W.2.1-** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- **CCSS.ELA-LITERACY.W.2.2-** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **CCSS.ELA-LITERACY.W.2.3-** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **CCSS.ELA-LITERACY.W.2.5-** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **CCSS.ELA-LITERACY.W.2.6-** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **CCSS.ELA-LITERACY.W.2.7-** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **CCSS.ELA-LITERACY.W.2.8-** Recall information from experiences or gather information from provided sources to answer a question.

Speaking/Listening

- **CCSS.ELA-LITERACY.SL.2.1-** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.2.1.A-** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.2.1.B-** Build on others' talk in conversations by linking their comments to the remarks of others.
- **CCSS.ELA-LITERACY.SL.2.1.C-** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **CCSS.ELA-LITERACY.SL.2.2-** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **CCSS.ELA-LITERACY.SL.2.3-** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **CCSS.ELA-LITERACY.SL.2.4-** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **CCSS.ELA-LITERACY.SL.2.5-** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **CCSS.ELA-LITERACY.SL.2.6-** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology Standards:

- **Standard 8.1 Educational Technology-** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- **Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking, Programming-** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the

individual, global society, and the environment.

21st Century Themes/Career Readiness:

- **CRP1** - Act as a responsible and contributing citizen and employee.
- **CRP2** - Apply appropriate academic and technical skills
- **CRP4** - Communicate clearly and effectively and with reason
- **CRP5** - Consider the environmental, social and economic impacts of decisions
- **CRP6** - Demonstrate creativity and innovation
- **CRP7** - Employ valid and reliable research strategies
- **CRP8** - Utilize critical thinking to make sense of problems and persevere in solving them
- **CRP9** - Model integrity, ethical leadership and effective management
- **CRP11** - Use technology to enhance productivity
- **CRP12** - Work productively in teams while using cultural global competence

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress
- Multiple Choice Tests
 - Rubric
- Weekly Tests
 - Cooperative Learning
- Writer's Workshop
 - Teacher Conferences
- Class Discussion
 - Teacher Observation
- Graphic Organizers
 - Journals/Writer's Notebook
- Reading Responses
 - Portfolio
- Learning Response Log
- Exit Slips
 - Peer/Self Assessments
- Kinesthetic Assessments
 - Whiteboard Assessments
- Running Records
 - Think-Pair-Share
- **Constructive Quizzes**
 - **Literature Circles**

Alternative Assessments:

- End of unit project
- Collaborative testing
- Student portfolios
- Performance Tasks
- Conferencing
- Socratic Seminar

Summative Assessments:

- Student participation
- Rubric score
- Performance Test
- Conferencing
- Pretest, Test and Daily Work
- Final Drafts

Benchmark Assessments:

- Baseline SGO
- Mid-year SGO
- End of year SGO
- LinkIt! Benchmark Assessment

- Showcase Portfolio
- **Reading Assessment/Running Records**
- Oral Presentation
- Reflective journal

Knowledge & Skills

Enduring Understandings:

Students will understand that:

- A community is a place where people live, work, and have fun together.
- A neighbor is someone who lives in the same neighborhood.
- There are suburban, rural, and urban areas.
- The similarities and differences between a community and a neighborhood
- Laws are rules people in a community must follow.
- A good citizen is a member of the community who helps others.

Unit Objectives:

Students will...

- Learn that people live in communities.
- Recognize that community members work together for the common good.
- Recognize the characteristics of cities, suburbs, and rural areas.
- Be able to identify the similarities and differences between a neighborhood and a community
- Identify the significance of community landmarks.
- Use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different.
- Identify changes in communication and transportation and explore ways that these changes have affected people's lives.
- Identify the qualities of good citizenship and recognize ways to show good citizenship.
- Recognize the way rules and laws help communities

Essential Questions:

- What is a community?
- What are neighbors?
- What different kinds of communities are there?
- What are laws?
- What is a good citizen?

Core Instructional & Supplemental Materials

Suggested Activities/Resources/Varied Levels of Text:

- KWL Chart/ Nonfiction Texts
- Using speeches, nonfiction texts, videos
- Constructing Timelines
- Identify where they live using a world address.
- Discuss why communities exist.
- Use a venn diagram or t-chart to compare and contrast communities and neighborhoods
- Identify the characteristics of different communities, including specific landmarks.
- Discuss different types of transportation and communication available in their community.
- Apply the qualities of good citizenship by following rules and laws.
- List ways rules and laws help people.
- Take a walk to see community landmarks
 - Library, Navesink River
- Learn and sing “You’re a Grand Old Flag”
- Practice Pledge of Allegiance
- Build on knowledge of home addresses by adding town and state
- Discuss what a country and continent are
- Create classroom rules
- Create a 3d model of school neighborhood community

Resources

- <https://www.youtube.com/watch?v=YRxNOPmj1-8>
- <https://jr.brainpop.com/socialstudies/communities/>
- https://www.pnwbooces.org/ssela/Sample_Lessons/SecondGrade/Unit2/Unit2-Lesson2.htm
- <https://www.scholastic.com/teachers/collections/teaching-content/community/>

Optional Reinforced Reading Material:

- Sweet Dream Pie- by Audrey Wood
- Shhhhh! Everybody’s Sleeping- by Julie Markes
- Our Community Garden- by Barbara Pollak
- Franklin’s Neighborhood- by Sharon Jennings
- Emergency Workers are on Their Way!- by Bobbie Kalman

Standards/Learning Targets

New Jersey Student Learning Standards:

- **6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **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.
- **6.1.2.CivicsPI.3:** Explain how individuals work with different levels of government to make rules.
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.6:** Explain what government is and its function.
- **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.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
- **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 in school and communities are needed.
- **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 how individuals can work together to make decisions in the classroom.
- **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.
- **6.1.2.EconET.5:** Describe how local and state governments make decisions that affect individuals and the community.

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21st Century Themes/Career Readiness:

- **CRP1** - Act as a responsible and contributing citizen and employee.
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 - Rubric
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 - Cooperative Learning
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- Reading Responses
 - Portfolio
- Learning Response Log
- Exit Slips
 - Peer/Self Assessments
- Kinesthetic Assessments

Alternative Assessments:

- End of unit project
- Collaborative testing
- Student portfolios
- Performance Tasks
- Conferencing
- Socratic Seminar

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| <ul style="list-style-type: none"> · Whiteboard Assessments ● Running Records <ul style="list-style-type: none"> · Think-Pair-Share ● Constructive Quizzes <ul style="list-style-type: none"> · Literature Circles | |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score ● Performance Test ● Conferencing ● Pretest, Test and Daily Work ● Final Drafts ● Showcase Portfolio ● Reading Assessment/Running Records ● Oral Presentation ● Reflective journal | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Mid-year SGO ● End of year SGO ● LinkIt! Benchmark Assessment |
| Knowledge & Skills | |
| <p>Enduring Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● A good citizen makes his or her country and community a better place. ● A good citizen is one who respects others and their differences, and cares about the good of the community. ● Leaders are elected to make decisions in the best interest of the community. ● Community service is an important aspect of citizenship, and can be performed by anyone in a community. ● The American flag, Statue of Liberty, the bald eagle, The Liberty Bell, the Washington Monument, etc. are some symbols of the United States. ● Rules are necessary to ensure the safety and good of the community. ● Good citizens follow rules, respect authority, are fair, are responsible, help to resolve school issues, and honor the United States of America ● They should be understanding, fair, empathetic, kind, tolerant and equal to all people, regardless of their cultures and religions <p>Unit Objectives: Students will ...</p> | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What characterizes a good citizen? ● Why are rules important to our community? ● What is the role of our leaders in our community, state, and country? ● How can we positively affect our local community? ● What are some symbols that represent the United States? ● Why do we follow rules and respect authority? ● Why is it important to be understanding, fair, empathetic, kind, tolerant and equal to all people, regardless of their cultures and religions? |

- Identify different types of groups.
- Explain the need for groups to have rules.
- Explain the need for rules and laws in the home, school, and community.
- Give examples of rules or laws that establish order, provide security, or manage conflict.
- Identify leadership roles in community, state, and country.
- Describe the responsibilities and characteristics of a good leader.
- Identify the qualities of good citizenship as demonstrated by ordinary people.
- Identify and use voting as a way to make decisions.
- Explore community services opportunities in their community
- Identify symbols of national identity, such as our flag and the Pledge of Allegiance.
- Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility.
- Identify historical figures who were good citizens.
- Demonstrate understanding and skills through material such as songs.
- How to be understanding, fair, empathetic, kind, tolerant and equal to all people, regardless of their cultures and religions

Core Instructional & Supplemental Materials

Suggested Activities/Resources/Varied Levels of Text:

- KWL Chart/ Nonfiction Texts
- Using speeches, nonfiction texts, videos
- Constructing timelines
- Distinguish between different types of groups and explain the need for rules in all groups.
- Define rules and laws.
- Illustrate a leader in the community, state, or country.
 - Roll of the president
- List the responsibilities and characteristics of a good leader.
- Define the qualities of a good citizen in their community.
- Discuss how the community makes decisions

Resources

- <https://www.eupschools.org/page/1336>
- <https://bensguide.gpo.gov/>
- <http://www.teachingheart.net/bucket.html>
- <https://www.timeforkids.com/>
- <https://schools.cms.k12.nc.us/beverlywoodsES/Documents/Febcitizenship.pdf>
- <https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>
- <https://www.nj.gov/education/holocaust/resources/>
- https://www.tolerance.org/classroom-resources/learning-plans?keyword=&field_grade_level%5B35%5D=35

- Participate in an election or mock election
- List historical figures who exemplify characteristics of good citizenship.
 - John Adams
- Illustrate and label symbols of our national identity related to citizenship.
- Listen to and discuss patriotic songs.
- Identify and learn about the state leader/governor
- Engage in a community service project to align with service learning project
- Explore concepts that relate to developing understanding, concepts of fairness, empathy, kindness, justice, tolerance, equality, similarities and differences between cultures and religions

- <https://www.state.nj.us/education/amistad/resources/literacy.pdf>
- Brainpop Jr
 - Importance of Voting
 - John Adams
 - Community Service
 - Rights and Responsibilities
 - Local and State Government

Optional Reinforced Reading Material:

- <https://www.state.nj.us/education/amistad/resources/literacy.pdf>
- The Bald Eagle by Jennifer Silate
- Uncle Sam & Old Glory : Symbols of America by Delno C. West and Jean M. West
- The Story of the Statue of Liberty by Betsy and Giulio Maestro
- The Liberty Bell by Debbie L. Yanuck
- The Statue of Liberty by Marc Tyler Nobleman

Standards/Learning Targets

New Jersey Student Learning Standards:

- **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.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).
- **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).
- **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)
- **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **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.

Primary Interdisciplinary Connections:**Reading Informational Text**

- **CCSS.ELA-LITERACY.RI.2.1-** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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Programming- All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Themes/Career Readiness:

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Evidence of Student Learning

Formative Tasks:

- Teacher Observation
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Alternative Assessments:

- End of unit project
- Collaborative testing
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- Performance Tasks
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Summative Assessments:

- Student participation
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Benchmark Assessments:

- Baseline SGO
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- LinkIt! Benchmark Assessment

- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- **Reading Assessment/Running Records**
- Oral Presentation
- Reflective journal

Knowledge & Skills

Enduring Understandings:

Students will understand that:

- Geography tells about the Earth, people, plants, and animals that live on Earth.
- Our world is made up of seven continents and four oceans.
- Our country is made up of various landforms and bodies of water.
- Summer, fall, winter, and spring affect our daily lives by making us adapt to changes.
- A natural resource is something that is in nature that is ready for people for use.
- We can protect the earth by making minimal changes and practicing recycling.
- They can do their part to protect the Earth
- People adapt to and modify places

Unit Objectives:

Students will ...

- How to identify the United States and its neighbors on a map and globe.
- Where to locate the oceans and seven continents on a map and globe.
- How to identify major landforms and bodies of water on maps and globes.
- To recognize the difference between weather and seasons.
- How to analyze weather patterns and how they affect people's activities.
- How to do their part to protect Earth
- Why people adapt to and modify places

Essential Questions:

- How does geography help me?
- What are important characteristics of our country and world?
- What different landforms make up our country?
- What are the four seasons and how do they affect our lives?
- What is a natural resource and how do we use them?
- How can we protect the Earth?
- How do we locate places?
- How do we describe what places are like?
- How do people adapt to and modify places?

Core Instructional & Supplemental Materials

Suggested Activities/Resources/Varied Levels of Text:

- KWL Chart/ Nonfiction Texts
- Using speeches, nonfiction texts, videos
- Constructing timelines
- Utilize a map and a globe to identify the United States and her border neighbors.
- Draw map of school or classroom and discuss that maps are created for a specific purpose
- Analyze map of fire-drill route
- Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water.
- Distinguish between weather and seasons vocabulary words.
- Discuss how weather influences personal activity.
- Describe natural resources and how people are dependent on them to satisfy basic needs.
- Explain how the Earth has been changed by people.
- Create a book of seasons
- Create a map of their school, town, etc.
- Read world maps of continents and oceans
- Use the cardinal directions in the classroom

Resources

- Google Earth- <http://www.earth.google.com>
- <https://www.weareteachers.com/fun-geography-lessons/>
- <http://www.nea.org/tools/teaching-with-maps.html>
- <http://www.scholastic.com/browse/lessonplan.jsp?id=1576>
- <https://schoolhouseteachers.com/browse-by-grade/elementary/2nd-grade/2nd-grade-geography/>
- <https://www.nationalgeographic.org/education/map-skills-elementary-students/>
- YouTube
 - Vids 4 Kids TV
 - Maps
 - Map Skills
 - Cardinal Direction Song

Optional Reinforced Reading Material:

- Follow That Map! A First Book of Mapping Skills by Scot Ritchie
- My Map Book by Sara Fanelli
- Children's Picture Atlas by Ruth Brocklehurst
- Once Upon a Time Map Book by B.G. Hennessey

Standards/Learning Targets

New Jersey Student Learning Standards:

- **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.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.
- **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.
- **6.1.2.EconET.3:** Describe how supply and demand influence price and output of products.
- **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.
- **6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services.
- **6.1.2.EconEM.2:** Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- **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).
- **6.1.2.EconGE.2:** Explain why people in one country trade goods and services with people in other countries.

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| | |
|--|---|
| <ul style="list-style-type: none"> ● Oral Presentation ● Reflective journal | |
| Knowledge & Skills | |
| <p>Enduring Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● People work to earn money. ● Volunteers do important jobs without getting paid. ● Needs are things people must have in order to live, like shelter. Wants are things that people would like to have but do not need in order to live. ● Goods are things that are made or grown. A service is something that people do for others. ● A factory is a building where things are made. ● Trade is when we give something and then get something back. ● Technology is an advance that makes things faster, easier, or better. <p>Unit Objectives: Students will know...</p> <ul style="list-style-type: none"> ● what producers and consumers are. ● How to distinguish between producing and consuming. ● How to trace a product from a natural resource to finished goods. ● about trade. ● How to identify ways in which science and technology have affected communication, transportation, and recreation. ● how communication, transportation, and recreation have been affected by science and technology. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why do people work? ● What is a volunteer? ● What are needs and wants? ● How do people in a community fulfill their needs and wants? ● What are goods and services? ● What is a factory? ● What is trade? ● What is technology? |
| Core Instructional & Supplemental Materials | |
| <p>Suggested Activities/Resources/Varied Levels of Text:</p> <ul style="list-style-type: none"> ● KWL Chart/ Nonfiction Texts ● Using speeches, nonfiction texts, videos | <p><u>Resources</u></p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=Jd4kD9TiCbA |

- Constructing timelines
- Create a classroom economy
- Sort wants vs needs
- Identify and sort goods vs services in home and in school
- Explore local places to volunteer
- Compare and contrast trading of goods now and in the past

- <https://sateblog.com/how-do-i-teach-economics-to-2nd-graders/>
- <https://www.econedlink.org/resources/grade/k-2/?resources%2F&type%5B%5D=11>
- <https://www.pbslearningmedia.org/subjects/social-studies/economics/>
- <https://rampages.us/stoneaa/2016/04/27/economics-unit-plan-2nd-grade/>

Optional Reinforced Reading Material:

- How Much Is a Million?- by David M. Schwartz
- The Go Around Dollar- by Barbara Johnston Adams
- A New Coat for Anna- by Harriet Ziefert
- Round and Round the Money Goes- by Melvin and Gilda Berger

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

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- **CRP8** - Utilize critical thinking to make sense of problems and persevere in solving them
- **CRP9** - Model integrity, ethical leadership and effective management
- **CRP11** - Use technology to enhance productivity
- **CRP12** - Work productively in teams while using cultural global competence

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress
- Multiple Choice Tests
 - Rubric
- Weekly Tests
 - Cooperative Learning
- Writer’s Workshop
 - Teacher Conferences
- Class Discussion
 - Teacher Observation
- Graphic Organizers
 - Journals/Writer’s Notebook
- Reading Responses
 - Portfolio
- Learning Response Log
- Exit Slips
 - Peer/Self Assessments
- Kinesthetic Assessments
 - Whiteboard Assessments
- Running Records
 - Think-Pair-Share
- **Constructive Quizzes**
 - **Literature Circles**

Alternative Assessments:

- End of unit project
- Collaborative testing
- Student portfolios
- Performance Tasks
- Conferencing
- Socratic Seminar

Summative Assessments:

- Student participation

Benchmark Assessments:

- Baseline SGO

- Rubric score
- Performance Test
- Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- **Reading Assessment/Running Records**
- Oral Presentation
- Reflective journal

- Mid-year SGO
- End of year SGO
- LinkIt! Benchmark Assessment

Knowledge & Skills

Enduring Understandings:

Students will understand that:

- Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey.
- A tradition is a special way of doing something to what is passed down over time.
- An explorer is a person who traveled to learn about a new place.
- Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food.
- George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development.
- The United States Constitution and the Bill of Rights are important documents that led to the development of our nation.
- They should be understanding, fair, empathetic, kind, tolerant and equal to all people, regardless of their cultures and religions
- Pioneers leave their homes to inhabit a land they do not know.
- An immigrant is a person who leaves a country to live in another.

Unit Objectives:

Students will know...

- Identify Native Americans as the first people to live in North America.
- Explain Native American traditions.

Essential Questions:

- What is a Native American?
- What are traditions?
- What is an explorer?
- How did the Native Americans help the Pilgrims?
- What key historical people led to the development of our nation?
- What key historical documents led to the development of our nation?
- Why is it important to be understanding, fair, empathetic, kind, tolerant and equal to all people, regardless of their cultures and religions?
- What is a pioneer?
- What is an immigrant?

- Learn about early explorers to America.
- Recognize how the Pilgrims overcame hardship with the help of Native Americans.
- Explain how the original 13 colonies became the United States.
- Identify contributions of historical figures that have influenced the nation.
- Identify important historical documents to the development of the United States.
- How to be understanding, fair, empathetic, kind, tolerant and equal to all people, regardless of their cultures and religions
- Describe how the United States grew over time

Core Instructional & Supplemental Materials

Suggested Activities/Resources/Varied Levels of Text:

- KWL Chart/ Nonfiction Texts
- Using speeches, nonfiction texts, videos
- Constructing timelines
- Recognize Native Americans as the first people to live in North America.
- Describe Native American traditions.
- Identify early explorers to America
- List how Native Americans helped the Pilgrims overcome hardship
- Recognize that there were 13 original colonies.
- Name historical figures and describe how they contributed to our history.
- Name historical documents and describe how they contributed to our history.
- Create classroom Bill of Rights
- Explore concepts that relate to developing understanding, concepts of fairness, empathy, kindness, justice, tolerance, equality, similarities and differences between cultures and religions
- Show the growth of the United States

Resources

- [YouTube](#)
- [Kids Academy- Native Americans for Kids](#)
- [Around and About NJ- The Lenape Indians](#)
- [About the Lenape- Storytellers](#)
- <https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>
- <https://www.nj.gov/education/holocaust/resources/>
- https://www.tolerance.org/classroom-resources/learning-plans?keyword=&field_grade_level%5B35%5D=35
- <https://www.state.nj.us/education/amistad/resources/literacy.pdf>
- <https://www.scholastic.com/teachers/collections/teaching-content/native-american-heritage-0/>
- <http://www.nea.org/tools/lessons/native-american-and-alaska-native-heritage-month-grades-k-5.html>
- <https://www.brainpop.com/socialstudies/famous/historicalfigures/>

- <https://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-3-the-bill-of-rights>
- <https://www.brainpop.com/socialstudies/thelaw/billofrights/>

Optional Reinforced Reading Material:

- Books about historical figures
<https://www.readbrightly.com/kids-books-that-celebrate-diverse-and-courageous-historical-figures/>
- <https://www.state.nj.us/education/amistad/resources/literacy.pdf>
- Ox-Cart Man- by Donald Hall
- Homespun Sarah- by Verla Kay
- Pilgrims of Plymouth- by Susan Goodman
- Colonial Kids: An Activity Guide to Life in the New World- by Laurie Carlson

Standards/Learning Targets**New Jersey Student Learning Standards:**

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

Primary Interdisciplinary Connections:**Reading Informational Text**

- **CCSS.ELA-LITERACY.RI.2.1-** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **CCSS.ELA-LITERACY.RI.2.2-** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **CCSS.ELA-LITERACY.RI.2.3-** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **CCSS.ELA-LITERACY.RI.2.4-** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **CCSS.ELA-LITERACY.RI.2.5-** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **CCSS.ELA-LITERACY.RI.2.6-** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS.ELA-LITERACY.RI.2.7-** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **CCSS.ELA-LITERACY.RI.2.8-** Describe how reasons support specific points the author makes in a text.
- **CCSS.ELA-LITERACY.RI.2.9-** Compare and contrast the most important points presented by two texts on the same topic.
- **CCSS.ELA-LITERACY.RI.2.10-** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

- **CCSS.ELA-LITERACY.W.2.1-** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,

because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

- **CCSS.ELA-LITERACY.W.2.2-** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **CCSS.ELA-LITERACY.W.2.3-** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **CCSS.ELA-LITERACY.W.2.5-** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **CCSS.ELA-LITERACY.W.2.6-** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **CCSS.ELA-LITERACY.W.2.7-** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **CCSS.ELA-LITERACY.W.2.8-** Recall information from experiences or gather information from provided sources to answer a question.

Speaking/Listening

- **CCSS.ELA-LITERACY.SL.2.1-** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.2.1.A-** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.2.1.B-** Build on others' talk in conversations by linking their comments to the remarks of others.
- **CCSS.ELA-LITERACY.SL.2.1.C-** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **CCSS.ELA-LITERACY.SL.2.2-** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **CCSS.ELA-LITERACY.SL.2.3-** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **CCSS.ELA-LITERACY.SL.2.4-** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **CCSS.ELA-LITERACY.SL.2.5-** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **CCSS.ELA-LITERACY.SL.2.6-** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology Standards:

- **Standard 8.1 Educational Technology-** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- **Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking, Programming-** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Themes/Career Readiness:

- **CRP1** - Act as a responsible and contributing citizen and employee.
- **CRP2** - Apply appropriate academic and technical skills
- **CRP4** - Communicate clearly and effectively and with reason

- **CRP5** - Consider the environmental, social and economic impacts of decisions
- **CRP6** - Demonstrate creativity and innovation
- **CRP7** - Employ valid and reliable research strategies
- **CRP8** - Utilize critical thinking to make sense of problems and persevere in solving them
- **CRP9** - Model integrity, ethical leadership and effective management
- **CRP11** - Use technology to enhance productivity
- **CRP12** - Work productively in teams while using cultural global competence

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Summative Assessments:

- Student participation
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- Showcase Portfolio
- **Reading Assessment/Running Records**
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- Reflective journal

Benchmark Assessments:

- Baseline SGO
- Mid-year SGO
- End of year SGO
- LinkIt! Benchmark Assessment

Knowledge & Skills

Enduring Understandings:*Students will understand that:*

- Labor Day is when we show respect for our country's working people.
- Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.
- Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.
- Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.
- Memorial Day is when we show respect for the soldiers who died for our country.
- Independence Day is when we celebrate our country's birthday.
- People come from different backgrounds
- They should be understanding, fair, empathetic, kind, tolerant and equal to all people, regardless of their cultures and religions

Unit Objectives:

Students will know...

- Explain how selected celebrations reflect an American love of individualism and freedom.
- Discuss how holidays reflect our local and national heritage.
- How to be understanding, fair, empathetic, kind, tolerant and equal to all people, regardless of their cultures and religions

Essential Questions:

- What is Labor Day?
- What is Thanksgiving?
- What is Dr. Martin Luther King Jr. Day?
- What is Presidents' Day?
- What is Memorial Day?
- What is Independence Day?
- Why is it important to learn cultural heritage?
- Why is it important to be understanding, fair, empathetic, kind, tolerant and equal to all people, regardless of their cultures and religions?

Core Instructional & Supplemental Materials**Suggested Activities/Resources/Varied Levels of Text:**Resources

- KWL Chart/ Nonfiction Texts
- Using speeches, nonfiction texts, videos
- Constructing timelines
- Identify major holidays and relate how different people celebrate them.
- Write appreciation cards for Labor Day
- Explain why certain holidays are related to history.
- Make a career book
- First Thanksgiving celebration
- Make a First Thanksgiving photo album
- Compare and contrast Thanksgiving now and the past
- Write personal dream for the world
- Write letters to veterans
- President's Day scavenger hunt
- Write a letter to the president
- Create American flag and discuss what it represents
- Discuss symbols of our country
- International Day activities about chosen country
- Explore concepts that relate to developing understanding, concepts of fairness, empathy, kindness, justice, tolerance, equality, similarities and differences between cultures and religions

- <http://www.nea.org/tools/lessons/hispanic-heritage-month-k-5.html>
- <https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>
- <https://www.nj.gov/education/holocaust/resources/>
- https://www.tolerance.org/classroom-resources/learning-plans?keyword=&field_grade_level%5B35%5D=35
- <https://www.state.nj.us/education/amistad/resources/literacy.pdf>
- Labor Day
 - <https://seasonal.theteacherscorner.net/labor-day/>
 - <https://www.pbslearningmedia.org/resource/98318600-2348-499a-8727-5376258e761e/labor-day-all-about-the-holidays/>
 - <https://www.youtube.com/watch?v=u8YrXS-fb1Q>
 - <https://www.jumpstart.com/parents/resources/holidays/labor-day>
- Thanksgiving
 - <https://seasonal.theteacherscorner.net/thanksgiving/>
 - <https://www.scholastic.com/teachers/collections/teaching-content/teaching-about-first-thanksgiving/>
 - <https://www.youtube.com/watch?v=9EZNCuQkWNU>
- Martin Luther King Jr.
 - <http://www.nea.org/tools/lessons/mlk-day-gradesK-5.html>
 - <https://www.history.com/topics/black-history/martin-luther-king-jr-video>
 - <https://www.weareteachers.com/martin-luther-king-activities/>
- President's Day
 - <https://www.weareteachers.com/presidents-day-activities/>
 - <https://www.youtube.com/watch?v=zhDlkeqmtO0>

- https://www.readworks.org/presidents-day#!s0:0/q:presidents%20day/g:t:s:/k:/cid:/pt:A/features:/staff_picks:/sel/
- **Memorial Day**
 - https://www.youtube.com/watch?v=U8_G8YyzHHc
 - <https://www.pbslearningmedia.org/resource/87a8f1c1-a555-448a-9aae-78a7b9110375/memorial-day-all-about-the-holidays/>
 - <http://www.nea.org/tools/lessons/Memorial-day-lesson-ideas-k-5.html>
 - <https://www.education.com/activity/memorial-day/>
- **Independence Day**
 - <https://www.youtube.com/watch?v=bRWZ1w-Iqs>
 - https://www.ducksters.com/holidays/independence_day.php
 - <https://www.teachervision.com/holidays/fourth-july>
- **Hispanic Heritage**
 - <http://www.nea.org/tools/lessons/hispanic-heritage-month-k-5.html>
 - <https://www.teachervision.com/holidays/hispanic-heritage-month>
- **Black History**
 - <http://www.thefirstgraderoundup.com/2014/03/black-history-month.html>
 - <https://www.weareteachers.com/7-fresh-ideas-for-black-history-month/>

Optional Reinforced Reading Material:

- <https://www.state.nj.us/education/amistad/resources/literacy.pdf>
- **Labor Day**
 - When I Grow Up- by Mercer Mayer
 - Mr. Griggs' Work- by Cynthia Rylant
 - Tortoise Brings the Mail- by Dee Lilledgard
 - Good Work Amelia Bedelia- by Peggy Parish

- Thanksgiving
 - Thanksgiving Day- by Anne Rockwell
 - The Thanksgiving Door- by Debby Atwell
 - Thanksgiving in the White House-by Gary Hines
- Martin Luther King Jr. Day
 - . Be a King: Dr. Martin Luther King Jr.'s Dream and You - by Carole Boston Weatherford
 - My Daddy, Dr. Martin Luther King, Jr. -by Martin Luther King III
 - Martin's Big Words: The Life of Dr. Martin Luther King, Jr.- by Doreen Rappaport
- President's Day
 - So You Want to Be President- by Judith St. George
 - Grace for President- by Kelly DiPucchio
 - What Presidents Are Made Of- by Hanoch Piven
- Memorial Day
 - America's White Table- by Margot Theis Raven and Mike Benny
 - Don't Forget, God Bless Our Troops- by Jill Biden and Raúl Colón
 - The Poppy Lady: Moina Belle Michael and her Tribute to Veterans- by Barbara E. Walsh and Layne Johnson
- Independence Day
 - Blue Sky White Stars- by Sarvinder Naberhaus,
 - Grover Cleveland, Again!- by Ken Burns,
 - We Came To America- by Faith Ringgold
- Hispanic Heritage
 - The Fiesta Dress: A Quinceanera Tale by Caren McNelly McCormack
 - Cinco de Mouse-o! by Judy Cox
 - Abuela by Arthur Dorros

- | | |
|--|---|
| | <ul style="list-style-type: none">○ What Can You Do with a Paleta? By Carmen Tafolla● Black History<ul style="list-style-type: none">○ Ben and the Emancipation Proclamation- by Pat Sherman○ Bad News for Outlaw- by Vaunda Micheaux Nelson○ Child of the Civil Rights Movement- Paula Young Shelton & Raul Colon |
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