CURRICULUM

FOR

SOCIAL STUDIES

GRADE 2

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Stephanie Holobinko, Program Supervisor of Assessment and Social Studies

The Board acknowledges the following who contributed to the preparation of this curriculum.

Vanessa Stanback

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Social Studies
Grade 2

Date of Board Adoption:
September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

Social Studies: Grade 2

PACING GUIDE

Unit	Title	Pacing
1	Today and Long Ago	10 weeks
2	People, Places, and Environments	10 weeks
3	Economics and Government	10 weeks
4	People Who Make a Difference	10 weeks

ACCOMMODATIONS

504 Accommodations:	**IEP Accommodations:**
• Provide scaffolded vocabulary and vocabulary lists. • Provide extra visual and verbal cues and prompts. • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have students restate information. • Support auditory presentations with visuals. • Weekly home-school communication tools (notebook, daily log, phone calls or email messages). • Provide study sheets and teacher outlines prior to assessments. • Quiet corner or room to calm down and relax when anxious. • Reduction of distractions. • Permit answers to be dictated. • Hands-on activities. • Use of manipulatives. • Assign preferential seating. • No penalty for spelling errors or sloppy handwriting. • Follow a routine/schedule. • Provide students with rest breaks. • Use verbal and visual cues regarding directions and staying on task. • Assist in maintaining an agenda book.	• Provide scaffolded vocabulary and vocabulary lists. • Differentiate reading levels of texts (e.g., Newsela). • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide extra visual and verbal cues and prompts. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Provide students with additional information to supplement notes. • Modify questioning techniques and provide a reduced number of questions or items on tests. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have students restate information. • Support auditory presentations with visuals. • Provide study sheets and teacher outlines prior to assessments. • Use of manipulatives. • Have students work with partners or in groups for reading, presentations, assignments, and analyses. • Assign appropriate roles in collaborative work. • Assign preferential seating. • Follow a routine/schedule.

Gifted and Talented Accommodations:	ELL Accommodations:
• Differentiate reading levels of texts (e.g., Newsela). • Offer students additional texts with higher lexile levels. • Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. • Allow for independent reading, research, and projects. • Accelerate or compact the curriculum. • Offer higher-level thinking questions for deeper analysis. • Offer more rigorous materials/tasks/prompts. • Increase number and complexity of sources. • Assign group research and presentations to teach the class. • Assign/allow for leadership roles during collaborative work and in other learning activities.	• Provide extended time. • Assign preferential seating. • Assign a peer buddy who the student can work with. • Check for understanding frequently. • Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc…). • Have students repeat directions. • Make vocabulary words available during classwork and exams. • Use study guides/checklists to organize information. • Repeat directions. • Increase one-on-one conferencing. • Allow student to listen to an audio version of the text. • Give directions in small, distinct steps. • Allow copying from paper/book. • Give students a copy of the class notes. • Provide written and oral instructions. • Differentiate reading levels of texts (e.g., Newsela). • Shorten assignments. • Read directions aloud to students. • Give oral clues or prompts. • Record or type assignments. • Adapt worksheets/packets. • Create alternate assignments. • Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. • Allow students to resubmit assignments. • Use small group instruction. • Simplify language. • Provide scaffolded vocabulary and vocabulary lists. • Demonstrate concepts possibly through the use of visuals. • Use manipulatives.

	• Emphasize critical information by highlighting it for the student. • Use graphic organizers. • Pre-teach or pre-view vocabulary. • Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. • Provide audio versions of the textbooks. • Highlight textbooks/study guides. • Use supplementary materials. • Give assistance in note taking • Use adapted/modified textbooks. • Allow use of computer/word processor. • Allow students to answer orally, give extended time (time-and-a-half). • Allow tests to be given in a separate location (with the ESL teacher). • Allow additional time to complete assignments and/or assessments. • Read questions to students to clarify. • Provide a definition or synonym for words on a test that do not impact the validity of the exam. • Modify the format of assessments. • Shorten test length or require only selected test items. • Create alternative assessments. • On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Today and Long Ago

Target Course/Grade Level: Social Studies-Grade 2

Unit Summary: Children will investigate how communities have changed and also remained the same over time. They will learn about the study of the past and the tools we use to study history. Children will gain a growing understanding of the vocabulary used to discuss the past.

Approximate Length of Unit: 10 weeks (*Q1*)

LEARNING TARGETS

NJ Student Learning Standards:
Social Studies:

Civics:

- 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.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

History:

- 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.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 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).
- 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).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Career Readiness, Life Literacies, and Key Skills:

- 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).
- 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).

Interdisciplinary Connections and Standards:

Computer Science and Design:

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

English Language Arts:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Unit Understandings:

Students will understand...

- How society has changed for the better and why it is important to learn about the past.
- How members of a community work together.
- Why traditions are important and how traditions from various cultures create a sense of community. (**AAH**) (**AAPI**)
- Why immigrants relocate to the United States of America and how they have shaped our society. (**AAH**) (**HG**) (**AAPI**)

Unit Essential Questions:

- Why is it important to learn about the past?
- How do we learn about history?
- How are families part of a community?
- Why do people move?
- How do people in the past affect our lives today?

Knowledge and Skills:

Students will know...

- Key Terms: artifact, community, culture, history, immigrant, past, present, primary source, secondary source, tradition.
- Important individuals who have contributed to society and helped to change our world for the better: Helen Keller, Historians,Marie Curie, Alexander Graham, etc. (**LGBTQ/D**)
- We can learn about history and the past in various ways such as conducting interviews or visiting museums.
- Holidays often include traditions that are passed down from long ago. (**AAH**) (**AAPI**)
- The United States of America has changed and evolved over time for example, the creation of refrigerators, electricity, and the advancement of technology.
- People immigrate to the United States of America for many reasons including job opportunities, fleeing from war, and to have a better life. (**AAH**) (**HG**) (**AAPI**)
- People in communities pass down their values, traditions, and knowledge to the next generation. (**AAH**) (**AAPI**)

Students will be able to...

- Investigate how things change over time and how they stay the same.
- Interview an adult and create a timeline of the local community.
- Compare the past and present.

- Explore ways immigration impacts the United States, in the past and today. (**AAH**) (**HG**) (**AAPI**)
- Investigate history through artifacts and photographs.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of unit assessment
- Stop and Check Questions
- Check for Success Questions
- Connections in Action Questions
- Report Your Findings Activity
- Inquiry Project
- Lesson Test (Online or Print)
- Benchmark Test (Online or Print)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- All About History:
  - Students complete a graphic organizer in which they explore and identify items from the past and what they've learned about the items.
  - Students define the word history.
  - Students write about tools people use to learn about the past and provide evidence.
- Families and Communities:
  - Students complete a graphic organizer in which they explore main idea and details.
  - Students define the word tradition.
  - Students write about how families are part of a community and provide evidence.
- Daily Life Then and Now:
  - Students complete a graphic organizer in which they explore comparing and contrasting.
  - Students define the word past.
  - Students write about how daily life has changed from the past and provide evidence.
- Moving to a New Country:
  - Students complete a graphic organizer in which they explore a sequence of events.

    - Students define the word immigrant.
    - Students write about the major steps families take as they move to the United States and provide evidence.
- The Past and Present:
    - Students complete a graphic organizer in which they explore main idea and details.
    - Students define the word community.
    - Students write about the ways people in the past affect people's lives today and provide evidence.
- Extensions:
    - Art Projects
    - Exit Tickets
    - Online Research
    - Presentations (Digital Option)
    - Role Play
    - Think Pair Share
    - Word Play (Vocabulary)

RESOURCES

Teacher Resources:

- IMPACT: Teacher's Edition (Online or Print)
- IMPACT: Inquiry Journal (Online)
- IMPACT: Research Companion (Online)
- IMPACT: Magazine (Online or Print)
- IMPACT Videos (Online)
- IMPACT Inquiry Projects (Online)
- IMPACT Song Connections (Online)
    - Hello, There
    - Away for Rio!
- IMPACT News (Online)
    - https://k-5impactnewsg2-3.azurewebsites.net/
- IMPACT: Padlet (Online)
    - https://mheducation.padlet.org/amy_driesbach/8azjcdqlbej3
    - Password: impact
- Bibliography: Read Alouds
    - Celebrating Families by: Rosemarie Hausherr
    - Everybody Cooks Rice by: Norah Dooley
    - Going Home by: Eve Bunting
    - Snapshots From the Wedding by: Gary Soto
- LBD
- Raz Kids
- Kids A-Z

- BrainPOP
- Be a Social Studies Detective
- Explore Primary Sources

Equipment Needed:

- One-to-One Chromebooks
- Classroom Projector (Optional)
- Vintage Iems (telephone, record player, etc.)
- Photographs (from the past)
- Encyclopedia
- Cultural Items (maracas, red envelopes, etc.)

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: People, Places, and Environments

Target Course/Grade Level: Social Studies-Grade 2

Unit Summary: Children will investigate the tools we use to study geography. They will learn how geography affects people and the ways in which people used the land. Children will gain an understanding of how to use maps and globes and the vocabulary we use to talk about geography.

Approximate Length of Unit: 10 weeks (*Q2*)

LEARNING TARGETS

NJ Student Learning Standards:
Social Studies:

Civics:

- 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.

Geography:

- 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.
- 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.

Economy:

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

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections and Standards:

Computer Science and Design:

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

English Language Arts:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Unit Understandings:

Students will understand...

- How geography varies across the United States of America.
- How to read a map using map features.

- How maps help us understand the world.
- How urban, rural, and suburban communities differ from one another.
- Why it is important to protect our environment.
- How geography impacts the way people travel across the world. (**AAPI**)

Unit Essential Questions:

- How does geography help us understand our world?
- How do we use maps to find places?
- Where am I in the world?
- How does geography affect the way people use land?
- How can we describe our environment?
- How does geography affect the ways people move?

Knowledge and Skills:

Students will know...

- Key Terms: compass rose, continent, environment, geography, landforms, location, rural, suburban, urban.
- Important individuals who have contributed to society and helped to change our world for the better: Sacagawea, Harriet Tubman, Theodore Roosevelt, Weather Forecasters, etc. (**AAH**)
- Geography is the study of Earth and its features.
- Maps can be used to help us navigate our surroundings and learn more about various concepts such as regions, land features, and politics.
- There are seven continents.
- There are many different kinds of landforms including mountains, plains, and deserts.
- Many people live and work in crowded urban communities with many buildings, streets, apartments, factories, and stores.
- Suburban communities are less crowded than urban communities and there is more land for homes, businesses, schools, and parks.
- Rural communities have fewer buildings and businesses than suburban communities where people often live far apart and use land to raise animals and grow crops.
- Each region of the United States of America has a different environment including plains, mountains, forests, waterways, and coasts.
- People use various forms of travel such as railroads, boats, and cars depending on their environment. (**AAPI**)

Students will be able to...

- Use geography to learn more about where they live.
- Describe people and the different places they live.
- Explore their community and how it affects who they are.
- Engage in conversations about their community.
- Explain how and why communities change.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of unit assessment
- Stop and Check Questions
- Check for Success Questions
- Connections in Action Questions
- Report Your Findings Activity
- Inquiry Project
- Lesson Test (Online or Print)
- Benchmark Test (Online or Print)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Use a Map:
  - Students complete a graphic organizer in which they explore main idea and details.
  - Students define the words map tools.
  - Students write about how to use map tools to read a map and provide evidence.
- My Location in the World:
  - Students complete a graphic organizer in which they explore key details.
  - Students define the word location.
  - Students write about their location in the world (continent, country, state, city, etc.) and provide evidence.
- How We Use the Land:
  - Students complete a graphic organizer in which they explore cause and effect.
  - Students define the words urban, suburban, rural.
  - Students write about the type of community they live in and provide evidence.
- Our Environment
  - Students complete a graphic organizer in which they explore key details.
  - Students define the word environment.
  - Students write about features of the Earth (plains, mountains, etc.) and provide.
- How People Move
  - Students complete a graphic organizer in which they explore problem and solution.
  - Students define the word transportation.

    - Students write about a feature of the Earth that makes it hard to move from place to place, how people move past it, and provide evidence.
- Extensions:
    - Art Projects
    - Exit Tickets
    - Online Research
    - Presentations (Digital Option)
    - Role Play
    - Think Pair Share
    - Word Play (Vocabulary)

RESOURCES

Teacher Resources:

- IMPACT: Teacher's Edition (Online or Print)
- IMPACT: Inquiry Journal (Online)
- IMPACT: Research Companion (Online)
- IMPACT: Magazine (Online or Print)
- IMPACT Videos (Online)
- IMPACT Inquiry Projects (Online)
- IMPACT Song Connections (Online)
    - She'll be Comin' 'Round the Mountain
    - We're Sailing Down the River
    - Cumberland Gap
    - My Home's in Montana
- IMPACT News (Online)
    - https://k-5impactnewsg2-3.azurewebsites.net/
- IMPACT: Padlet (Online)
    - https://mheducation.padlet.org/amy_driesbach/8azjcdqlbej3
    - Password: impact
- Bibliography: Read Alouds
    - The Buffalo Are Back by: Jean Craighead
    - What Can You Do with a Paleta? by: Carmen Tafolla
    - On Meadowview Street by: Henry Cole
    - Where Once there was a Wood by: Denise Fleming
- LBD
- Raz Kids
- Kids A-Z
- BrainPOP
- Be a Social Studies Detective
- Explore Primary Sources

Equipment Needed:

- One-to-One Chromebooks
- Classroom Projector (Optional)
- Map
- Globe

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Economics and Government

Target Course/Grade Level: Social Studies-Grade 2

Unit Summary: Children will investigate foundational economic concepts. They will learn about wants, needs, goods, and services. Children will gain an understanding of how producers and consumers rely on each other and how communities get what they need. Children will investigate the role of government and how government affects their lives. They will learn about the differences between rules and laws and how rules and laws help citizens and countries get along. They will also learn how citizens and countries work together to make their communities, and the world, a better place to live.

Approximate Length of Unit: 10 weeks (*Q3*)

LEARNING TARGETS

NJ Student Learning Standards:
Social Studies:

Civics:

- 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.6: Explain what government is and its function.
- 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.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.

Geography:

- 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.

Economy:

- 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.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
- 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.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 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).
- 9.1.2.PB.2: Explain why an individual would choose to save money.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Interdisciplinary Connections and Standards:

Computer Science and Design:

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

English Language Arts:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Unit Understandings:

Students will understand…

- How communities get their wants and needs met.
- How individuals in communities rely on each other to meet their needs.
- Why it is important to be fiscally responsible.
- How the government operates and enacts policies that impact our daily lives.
- Why rules and laws are important and how they help to ensure our safety and protect our rights. (**AAH**)
- How citizens and government work together to make our society a better place to live.
- How global interactions and cooperation improve lives for citizens all over the world. (**AAH**) (**HG**) (**AAPI**)

Unit Essential Questions:

- How do we get what we want and need?
- What are Wants and Needs?
- How do we use goods and services?
- How do producers and consumers depend on one another?
- Where do the goods we use come from?
- How do communities get what they want and need?
- Why do we need government?
- Why do we have rules?
- How do we make laws?
- Why should people follow laws?
- How do citizens and government work together?
- How do countries work together?

Knowledge and Skills:

Students will know...

- Key Terms: consumer, distributor, goods, manufactured, needs, processor, producer, scarcity, services, wants, citizen, government, jury, law, nation, rule, trial.
- Important individuals who have contributed to society and helped to change our world for the better: Milton Hershey, Eli Whitney, Benjamin Franklin, Biddy Mason, Sandra Day O'Connor, Barack Obama, Thomas Jefferson, Chief Joseph, etc. (**AAH**)
- People need specific things such as food, clean water, and shelter to survive.
- Needs are things we must have in order to survive while wants are things that are nice to have but not necessary to survive
- Goods are things we buy and services are useful things people do for others.
- Producers and consumers rely on each other to thrive in society. (**AAH**)
- Communities can be impacted positively or negatively by the decisions of others and uncontrollable occurrences.
- Citizens elect leaders to serve in government.
- A government is a group of people who work together to run a city, state, or country.
- The government creates laws that all citizens must follow.
- The constitution provides citizens of the United States of America with protected rights. (**AAH**)
- There are various roles and branches in state and federal government.

Students will be able to...

- Determine the difference between needs and wants.
- Investigate work done to provide goods and services.
- Explore how producers and consumers depend on each other.
- Discover how food is produced.
- Explore how communities work together to get what they need.
- Explain why we have rules and distinguish between rules and laws.
- Describe how laws are made including the role different branches of government have in making laws. (**AAH**)
- Discuss the functions of federal and state governments.
- Explore why people need to follow laws and what happens when laws are not obeyed.
- Investigate the ways citizens and governments work together to solve problems and how countries cooperate with each other.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of unit assessment
- Stop and Check Questions
- Check for Success Questions
- Connections in Action Questions
- Report Your Findings Activity
- Inquiry Project
- Lesson Test (Online or Print)
- Benchmark Test (Online or Print)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Wants and Needs
  - Students complete a graphic organizer in which they explore wants and needs.
  - Students define the word need.
  - Students write about wants and needs, how they are different, and provide evidence.
- Goods and Services:
  - Students complete a graphic organizer in which they explore main idea and details.
  - Students define the words goods and services.
  - Students write about goods and services that would interest their community and provide evidence.
- Producers and Consumers:
  - Students complete a graphic organizer in which they explore compare and contrast.
  - Students define the words producer and consumer.
  - Students write about how producers and consumers depend on each other and provide evidence.
- The Goods We Use:
  - Students complete a graphic organizer in which they explore a sequence of events.
  - Students define the word sequence of events.
  - Students write about the sequence of events involved in producing goods that we use and provide evidence.
- Community Wants and Needs:

    - Students complete a graphic organizer in which they explore cause and effect.
    - Students define the word need.
    - Students write about what a community might need, how they can get it, and provide evidence.
- Rules:
    - Students complete a graphic organizer in which they explore cause and effect.
    - Students define the word rule.
    - Students write about a rule they know about, why we have rules, and provide evidence.
- Making Laws:
    - Students complete a graphic organizer in which they explore asking and answering questions.
    - Students define the word law.
    - Students write about who makes the laws we follow, how they make the laws, and provide evidence.
- Following Laws:
    - Students complete a graphic organizer in which they explore cause and effect.
    - Students define the word obey.
    - Students write about why we should obey laws and provide evidence.
- Citizens and Government:
    - Students complete a graphic organizer in which they explore main idea and details.
    - Students define the word problem.
    - Students write about how citizens and government work together to solve problems and provide evidence.
- Countries Working Together:
    - Students complete a graphic organizer in which they explore problem and solution.
    - Students define the word solution.
    - Students write about a problem they learned about, why it is important, how to potentially solve the problem, and provide evidence.
- Extensions:
    - Art Projects
    - Exit Tickets
    - Online Research
    - Presentations (Digital Option)
    - Role Play
    - Think Pair Share
    - Word Play (Vocabulary)

RESOURCES

Teacher Resources:

- IMPACT: Teacher's Edition (Online or Print)
- IMPACT: Inquiry Journal (Online)
- IMPACT: Research Companion (Online)
- IMPACT: Magazine (Online or Print)
- IMPACT Videos (Online)
- IMPACT Inquiry Projects (Online)
- IMPACT Song Connections (Online)
    - El Zapatero (The Cobbler)
    - Harvest
    - Marken en mejet
    - Johnny Works with One Hammer
    - There Are Many Flags in Many Lands
    - Yankee Doodle
    - The Star-Spangled Banner
    - Everybody Ought to Know
- IMPACT News (Online)
    - https://k-5impactnewsg2-3.azurewebsites.net/
- IMPACT: Padlet (Online)
    - https://mheducation.padlet.org/amy_driesbach/8azjcdqlbej3
    - Password: impact
- Bibliography: Read Alouds
    - Follow the Money by: Loreen Leedy
    - National Geographic Kids Everything Money: A Wealth of Facts, Photos, and Fun! By: Kathy Furgang
    - Worksong by: Gary Paulsen
    - Dolley Madison Saves George Washington: Don Brown
    - Madam President: Lane Smith
    - A Picture Book of Abraham Lincoln by: David A. Adler
    - House Mouse Senate Mouse by: Peter W. Barnes
- LBD
- Raz Kids
- Kids A-Z
- BrainPOP
- Be a Social Studies Detective
- Explore Primary Sources

Equipment Needed:

- One-to-One Chromebooks
- Classroom Projector (Optional)
- Money (bills and coins)
- Piggy Bank
- Rules Poster

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: People Who Make a Difference

Target Course/Grade Level: Social Studies-Grade 2

Unit Summary: Children will investigate the people who have made and still make a difference in our world. They will learn about the qualities that make these people admirable and even heroic. Children will build the understanding that each of us has a role in making a difference and think about how they can make a difference.

Approximate Length of Unit: 10 weeks (*Q4*)

LEARNING TARGETS

NJ Student Learning Standards:
Social Studies:

Civics:

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.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.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

History:

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

Geography:

- 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.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

Interdisciplinary Connections and Standards:

Computer Science and Design:

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

English Language Arts:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Unit Understandings:

Students will understand...

- How people can contribute to making the world a better place.
- How heroes can be everyday people who care for others, speak up for others, and enact change. (**AAH**) (**HG**) (**LGBTG/D**)
- How our actions can help society and inspire others to be their best selves.

Unit Essential Questions:

- How can people make a difference in our world?
- What makes a hero?
- How can people work for justice?
- What differences have scientists made?
- How do athletes inspire us?
- Why is art important?

Knowledge and Skills:

Students will know...

- Key Terms: boycott, hero, inspire, integrate, justice, protest, scientist, segregate.
- Important individuals who have contributed to society and helped to change our world for the better: Wilma Rudolph, Sally Ride, Fred Korematsu, Nikki Giovani, etc. (**AAH**) (**AAPI**)
- We are all citizens of the world.
- The world is made up of different countries that each have their own governing body.
- Countries work together to help each other.
- Heroes have helped to fight for justice for all. (**AAH**) (**HG**) (**LGBTG/D**)
- Heroes who inspire us and make our society better come in all forms such as scientists, athletes, artists, and everyday people. (**AAH**) (**HG**) (**LGBTG/D**)

Students will be able to...

- Investigate how people have made and can make a difference in the world.
- Explore different ways to make an impact, from justice to science discoveries. (**AAH**) (**HG**) (**LGBTG/D**)
- Investigate how art and athletics can impact our world.
- Compare different perspectives on what qualities make a hero.
- Create a buddy bench for the school.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of unit assessment
- Stop and Check Questions
- Check for Success Questions
- Connections in Action Questions
- Report Your Findings Activity
- Inquiry Project
- Lesson Test (Online or Print)
- Benchmark Test (Online or Print)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- What Makes a Hero:
  - Students complete a graphic organizer in which they explore qualities of a hero.
  - Students define the word hero.
  - Students write about the qualities of a hero and provide evidence.
- People Who Work for Justice:
  - Students complete a graphic organizer in which they explore cause and effect.
  - Students define the word justice.
  - Students write about how people can work for justice and provide evidence.
- Scientist who Make a Difference:
  - Students complete a graphic organizer in which they explore cause and effect.
  - Students define the word inventor.
  - Students write about how scientists made a difference and provide evidence.
- Athletes Who Inspire Us:
  - Students complete a graphic organizer in which they explore main idea.
  - Students define the word inspire.

    - Students write about how athletes inspire others by facing challenges and provide evidence.
- Art and Artists:
    - Students complete a graphic organizer in which they explore fact and opinion.
    - Students define the word artist.
    - Students write about an artist they recently learned about, how they helped to make the world a better place, and provide evidence.
- Extensions:
    - Art Projects
    - Exit Tickets
    - Online Research
    - Presentations (Digital Option)
    - Role Play
    - Think Pair Share
    - Word Play (Vocabulary)

RESOURCES

Teacher Resources:

- IMPACT: Teacher's Edition (Online or Print)
- IMPACT: Inquiry Journal (Online)
- IMPACT: Research Companion (Online)
- IMPACT: Magazine (Online or Print)
- IMPACT Videos (Online)
- IMPACT Inquiry Projects (Online)
- IMPACT Song Connections (Online)
    - Take Me Out to the Ballgame
- IMPACT News (Online)
    - https://k-5impactnewsg2-3.azurewebsites.net/
- IMPACT: Padlet (Online)
    - https://mheducation.padlet.org/amy_driesbach/8azjcdqlbej3
    - Password: impact
- Bibliography: Read Alouds
    - Audubon: Painter of Birds In the Wild Frontier by: Jennifer Armstrong
    - Belle, the Last Mule at Gee's Bend: A Civil Rights Story by: Calvin Alexander Ramsey
    - Great Joy by: Kate DiCamillo
    - Magic Trash: A Story of Tyree Guyton and His Art by: J. H. Shapiro
- LBD
- Raz Kids
- Kids A-Z
- BrainPOP
- Be a Social Studies Detective

- Explore Primary Sources

Equipment Needed:

- One-to-One Chromebooks
- Classroom Projector (Optional)
- Stamps
- Artwork (paintings, sculptures, etc.)