

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School District



Course Name: Social Studies

Grade: 2nd

Board Approved: **September 8, 2022**

*All curriculum is aligned with the NJSLs in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

New Jersey Student Learning Standards – Social Studies

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

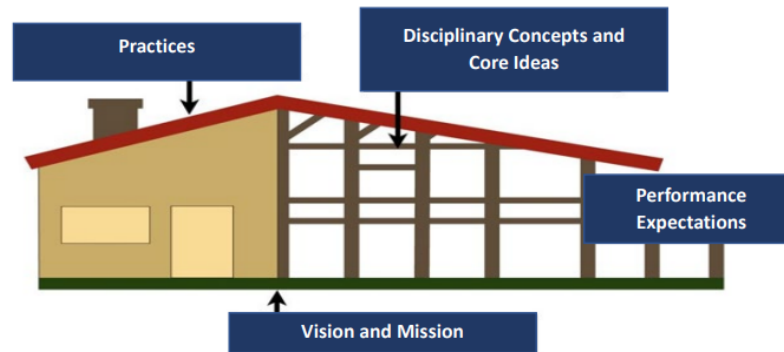
All students receive social studies instruction from Kindergarten through grade 12. Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

[Framework for NJ Designed Standards](#)

The design of this version of the NJSL-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success



In this diagram:

- The Vision and Mission serve as the foundation for each content area's standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The Performance Expectations are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important as students prepare for post-secondary success.
- The Disciplinary Concepts and Core Ideas are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The Practices are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are an integral part of K-12 students' learning of the disciplines.

Disciplinary Concepts (Core Ideas)

Civics, Government, and Human Rights: Civic and Political Institutions

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

By the end of grade 2

- Local community and government leaders have roles and responsibilities to provide services for their community members.
- Rules for all to live by are a result of the actions of government, organizations, and individuals.
- The actions of individuals and government affect decisions made for the common good.

Civics, Government, and Human Rights: Participation and Deliberation

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

By the end of grade 2

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

Civics, Government, and Human Rights: Democratic Principles

Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.

By the end of grade 2

- The democratic principles this country was founded upon guide the actions of local, state, and national government (e.g., authority, rights, responsibility, fairness, privacy, and freedom to make choices).

Civics, Government, and Human Rights: Processes and Rules

Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.

By the end of grade 2

- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.
- Processes and rules should be fair, consistent, and respectful of the human rights of all people.

Civics, Government and Human Rights: Human and Civil Rights

Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

By the end of grade 2

- Individuals may be different, but all have the same basic human rights.

Civics, Government and Human Rights: Civic Mindedness

Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.

By the end of grade 2

- Certain character traits can help individuals become productive members of their community.

Geography, People and the Environment: Spatial Views of the World

Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

By the end of grade 2

- A map is a symbolic representation of selected characteristics of a place.
- Geographic data can be used to identify cultural and environmental characteristics of places.

Geography, People and the Environment: Human Population Patterns

Human population, patterns, and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

By the end of grade 2

- Physical and human characteristics affect where people live (settle).
- People use goods from local and distant places to meet their daily needs.

Geography, People and the Environment: Human Environment Interaction

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

By the end of grade 2

- Environmental characteristics influence how and where people live.

Geography, People and the Environment: Global Interconnections

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

By the end of grade 2

- Global interconnections occur in both human and physical systems across different regions of the world.

Economics, Innovation and Technology: Economic Ways of Thinking

Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

By the end of grade 2

- Individuals make decisions based on their needs, wants, and the availability of resources.
- Limited resources influence choices.
- Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, Acquiring debt, investing).

Economics, Innovation and Technology: Exchange and Markets

Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

By the end of grade 2

- Goods and services are produced and exchanged in multiple ways.

Economics, Innovation and Technology: National Economy

The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

By the end of grade 2

- The availability of resources influences current and future economic conditions.
- Governments play an economic role in the lives of individuals and communities.

Economics, Innovation and Technology: Global Economy

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

By the end of grade 2

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

History, Culture, and Perspectives: Continuity and Change

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

By the end of grade 2

- Historical timelines put events in chronological order to help people understand the past.
- Understanding the past helps to make sense of the present.

History, Culture, and Perspectives: Understanding Perspectives

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

By the end of grade 2

- Two or more individuals can have a different understanding of the same event.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Historical sourcing and evidence is based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

By the end of grade 2

- The nature of history involves stories of the past preserved in a variety of sources.
- Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

History, Culture, and Perspectives: Claims and Argumentation

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

By the end of grade 2

- Historians create arguments outlining ideas or explanations based on evidence.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

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

	Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Standards in Action: Climate Change

At the core of social studies education is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues. As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLSS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

Structure of the NJSLSS

The organization and content of the 2020 NJSLSS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the

World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code. The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage with these ideas in new and varied contexts.

The *core ideas* are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

Coding of Performance Expectations

To promote a unified vision of the NJSLS-SS, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

Civics, Government and Human Rights (Civics)

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

Geography, People and the Environment (Geo)

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

Economics, Innovation and Technology (Econ)

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

History, Culture and Perspectives (History)

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

For Standards 6.1, grades K–2 and 3–5, and 6.3, all grades, the performance expectation code should be interpreted as follows (e.g., 6.1.2.CivicsCP.1):

6.1	2	CivicsCP	1
Standard number	By the end of grade	Strand Disciplinary Concept	Performance Expectation

About the NJSLS-SS Eras

The specific time periods (years) and names of the eras were informed by National Standards for History.

Standard 6.1 U.S. History: America in the World by the End of Grade 5

- Era 1 Three Worlds Meet (Beginnings to 1620)
- Era 2 Colonization and Settlement (1585–1763)

Standard 6.1 U.S. History: America in the World by the End of Grade 8

- Era 3 Revolution and the New Nation (1754–1820s)
- Era 4 Expansion and Reform (1801–1861)
- Era 5 Civil War and Reconstruction (1850–1877)

Standard 6.1 U.S. History: America in the World by the End of Grade 12

- Era 1 Colonization and Settlement (1585–1763)

- Era 2 Revolution and the New Nation (1754–1820s)
- Era 3 Expansion and Reform (1801–1861)
- Era 4 Civil War and Reconstruction (1850–1877)
- Era 5 The Development of the Industrial United States (1870–1900)
- Era 6 The Emergence of Modern America: Progressive Reforms (1890–1930)
- Era 7 The Emergence of Modern America: World War I (1890–1930)
- Era 8 The Emergence of Modern America: Roaring Twenties (1890–1930)
- Era 9 The Great Depression and World War II: The Great Depression (1929–1945)
- Era 10 The Great Depression and World War II: New Deal (1929–1945)
- Era 11 The Great Depression and World War II: World War II (1929–1945)
- Era 12 Postwar United States: Cold War (1945 to early 1970s)
- Era 13 Postwar United States: Civil Rights and Social Change (1945 to early 1970s)
- Era 14 Contemporary United States: Domestic Policies (1970–Today)
- Era 15 Contemporary United States: International Policies (1970–Today)
- Era 16 Contemporary United States: Interconnected Global Society (1970–Today)

Standard 6.2 World History / Global Studies by the End of Grade 8

- Era 1 The Beginnings of Human Society
- Era 2 Early Civilizations and the Emergence of Pastoral People (4000–1000 BCE)
- Era 3 The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
- Era 4 Expanding Exchanges and Encounters (500–1450 CE)

Standard 6.2 World History / Global Studies by the End of Grade 12

- Era 1 Emergence of the First Global Age (1350–1770)
- Era 2 Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
- Era 3 Age of Revolutions (1750–1914)
- Era 4 A Half-Century of Crisis and Achievement (1900–1945)
- Era 5 The 20th Century Since 1945 (1945–Today)
- Era 6 Contemporary Issues

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. Curriculum writers and educators are encouraged to use essential questions (or develop their own) to inform the creation of their social studies curriculum and learning experiences.

	1. Civics	2. Geography	3. Human Dignity	4. Economics	5. History	6. Cultural Diversity
GRADE 2	<p>Who makes the rules and how and why?</p> <p>How can I be a good citizen?</p> <p>How do we balance the needs and wants/rights of individuals and communities?</p> <p>What are my rights and responsibilities within my community?</p> <p>How can I make my community a better place?</p> <p>What is the common good in my community and how can I contribute to it?</p> <p>What are good/bad choices and what are the consequences of my/our choices?</p>	<p>What is a natural resource?</p> <p>What are the characteristics of rural, urban and suburban communities around the world?</p> <p>How do those characteristics influence how people live, work and play?</p> <p>What is the geography of my community (intro to five themes of geography)?</p> <p>What can maps, globes and other sources tell us about the world (water/land) and their characteristics?</p>	<p>How can I better understand another person's perspective?</p> <p>How can I respect the rights and dignity of others, and also encourage others to do the same?</p> <p>How does understanding another person's perspective or culture help us to get along?</p> <p>What are fair/unfair actions/behaviors?</p> <p>What should I do in response to unfair actions/behaviors?</p>	<p>How do people in different communities (rural, urban, suburban) get the things they need?</p> <p>Do people in different communities have different wants and needs? Why (not)?</p> <p>Are some needs universal?</p> <p>How can people in communities work together to make sure people have their needs met (specialization, interdependence)?</p> <p>What are the roles of consumers and producers?</p> <p>What is the purpose/role of money and savings?</p>	<p>How were communities different long ago?</p> <p>What were important decisions people in the past had to make (that influenced the present)?</p> <p>How do our decisions influence the future?</p> <p>What is our common American heritage and how do we recognize it?</p>	<p>What is culture and how and why are cultures around the world similar and different? (cultural universals)</p> <p>How does understanding cultural differences help us to resolve conflicts?</p> <p>What is my culture? What influences my culture? How does my culture influence me?</p>

New Jersey Administrative Code Summary and Statutes

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

holocaust

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

N.J.A.C.6A:8-5.1 (a) 1. iv. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings;

N.J.A.C.6 A:8-5.1 (a) 1. v. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class

NJSA 18A:6-3 Requires secondary course of study in the United States Constitution

NJSA 18A:35-1,NJSA 18A:35-2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

NJSA 18A:35-3 Requires course of study in civics, geography and history of New Jersey

NJSA 18A:35-4.1 Requires course of study in principles of humanity

NJSA 18A:35-2.1 Requires the State Department of Education to develop curriculum guidelines for the teaching of civics pursuant to NJSA 18A:35-1 and NJSA 18A:35-2.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian American and Pacific Islanders:18A:35-4.44

A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

2020 New Jersey Student Learning Standards – Social Studies

6.1 U.S. History: America in the World by the End of Grade 2:

Civics, Government, and Human Rights: Civics and Political Institutions

Core Idea	Performance Expectations
Local community and government leaders have roles and responsibilities to provide services for their community members.	<ul style="list-style-type: none">• 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.
Rules for all to live by are a result of the actions of government, organizations, and individuals.	<ul style="list-style-type: none">• 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
The actions of individuals and government affect decisions made for the common good.	<ul style="list-style-type: none">• 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.• 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.• 6.1.2.CivicsPI.6: Explain what government is and its function.

Civics, Government, and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
When all members of the group are given the opportunity to participate in the decisionmaking	<ul style="list-style-type: none">• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

process everyone's voice is heard	<ul style="list-style-type: none"> • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
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Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	<ul style="list-style-type: none"> • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. • 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. • 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Civics, Government, and Human Rights: Processes and Rules

Core Idea	Performance Expectations
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	<ul style="list-style-type: none"> • 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
Processes and rules should be fair, consistent, and respectful of the human rights of all people.	<ul style="list-style-type: none"> • 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

Civics, Government, and Human Rights: Civic Mindedness

Core Idea	Performance Expectations
Certain character traits can help individuals become productive members of their community.	<ul style="list-style-type: none"> • 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

	<ul style="list-style-type: none"> • 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.
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Geography, People, and the Environment: Human Population Patterns

Core Idea	Performance Expectations
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> • 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Geography, People, and the Environment: Spatial Views of the World

Core Idea	Performance Expectations
A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). • 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). • 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
Geographic data can be used to identify cultural and environmental characteristics of places	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).

Geography, People, and the Environment: Human Environment Interaction

Core Idea	Performance Expectations
Environmental characteristics influence the how and where people live.	<ul style="list-style-type: none"> • 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).

	<ul style="list-style-type: none"> • 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.
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Geography, People, and the Environment: Global Interconnections

Core Idea	Performance Expectations
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> • 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. • 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Individuals make decisions based on their needs, wants, and the availability of resources.	<ul style="list-style-type: none"> • 6.1.2.EconET.1: Explain the difference between needs and wants. • 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
Limited resources influence choices.	<ul style="list-style-type: none"> • 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	<ul style="list-style-type: none"> • 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.

Economics, Innovation, and Technology: Exchange and Markets

Core Idea	Performance Expectations
Goods and services are produced and exchanged in multiple ways.	<ul style="list-style-type: none"> • 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

	<p>local community produce and those that are produced in other communities.</p> <ul style="list-style-type: none"> • 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).
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Economics, Innovation, and Technology: National Economy

Core Idea	Performance Expectations
The availability of resources influences current and future economic conditions.	<ul style="list-style-type: none"> • 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
Governments play an economic role in the lives of individuals and communities.	<ul style="list-style-type: none"> • 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

Economics, Innovation, and Technology: Global Economy

Core Idea	Performance Expectations
There are benefits to trading goods and services with other countries.	<ul style="list-style-type: none"> • 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.

History, Culture, and Perspectives: Continuity and Change

Core Idea	Performance Expectations
Historical timelines put events in chronological order to help people understand the past.	<ul style="list-style-type: none"> • 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. • 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
Understanding the past helps to make sense of the present.	<ul style="list-style-type: none"> • 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

History, Culture, and Perspectives: Understanding Perspectives

Core Idea	Performance Expectations
Two or more individuals can have a different understanding of the same event.	<ul style="list-style-type: none">• 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	<ul style="list-style-type: none">• 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.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Core Idea	Performance Expectations
The nature of history involves stories of the past preserved in a variety of sources.	<ul style="list-style-type: none">• 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.• 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	<ul style="list-style-type: none">• 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).

History, Culture, and Perspectives: Claims and Argumentation

Core Idea	Performance Expectations
Historians create arguments outlining ideas or explanations based on evidence.	<ul style="list-style-type: none">• 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

6.3 Active Citizenship in the 21st Century by the End of Grade 2

Civics, Government and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.	<ul style="list-style-type: none"> 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Geography, People and the Environment: Global Interconnections

Core Idea	Performance Expectations
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> 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.

Social Studies Curriculum - Grade 2

STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit 1: Citizenship and Communities
(Our Community and Government)**

ESTABLISHED GOALS (INDICATOR #)	TRANSFER (How will this apply to their lives?)
<p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> Explain the responsibilities of a good citizen, with emphasis on: <ul style="list-style-type: none"> respecting and protecting the rights and property of others. taking part in the voting process when making classroom decisions. describing actions that can improve the school and community. practicing honesty and trustworthiness. Understand that the people of New Jersey and other communities: <ul style="list-style-type: none"> have state and local government officials who are elected by voters. have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles contribute to their community by practicing the responsibilities of good citizens.

<p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>	<ul style="list-style-type: none"> Recognize the symbols and traditional practices that honor and foster patriotism in the United States (the American flag, bald eagle, Washington Monument, and Statue of Liberty) 	
<p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equity, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p>6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and government leaders with authority (e.g., mayor, town council, President of the United States).</p> <p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of its members.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>	MEANING	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> The world is divided into many nations that have their own governments, languages, customs, and laws. People from diverse cultures collaborate to find solutions to community, state, national, and global challenges. <ul style="list-style-type: none"> We all have a role in our community. We all have rights and responsibilities as citizens. When everyone contributes, our community thrives. Rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. <ul style="list-style-type: none"> Rules are made so that everyone is treated fairly. Good citizens help make decisions in their classroom by voting when the chance is provided. All communities have leaders that make the rules. There have been leaders in our history who have inspired social change for the common good. Explain the role of historical symbols, monuments and holidays and how they affect the American identity. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> What are some responsibilities of a good citizen? How are state and local government officials elected? How do people of diverse ethnic origins, customs, and traditions participate and contribute to their communities in the United States? How can I make my community a better place? How can I respect the rights of others and encourage others to do the same? What are some historical symbols of the United States?

<p>6.1.2.CivicsPI.6: Explain what government is and its function.</p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain how individuals can work together to make decisions in the classroom.</p>		
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Unit 1: Grade 2 - Lessons

Lesson 1 - Why Do We Have Rules?
 (6.1.2.CivicsCM.2; 6.1.2.CivicsCM.3;6.1.2.CivicsDP.2; 6.1.2.CivicsPD.1 6.1.2.CivicsPD.2; 6.1.2.CivicsPI.5; 6.1.2.CivicsPR.1; 6.1.2.CivicsPR.2)

- Watch or read aloud text about rules and laws (see supplemental resources)
- Have students share rules they have at school, home or in their community (pool, shopping, at restaurants ect.). Why are these rules important? What would happen if there were no rules?

Lesson 2 - Our Class Rules
 (6.1.2.CivicsDP.2; 6.1.2.CivicsPD.1 6.1.2.CivicsPD.2; 6.1.2.CivicsPR.1; 6.1.2.CivicsPR.2; 6.1.2.CivicsPR.3; 6.1.2.CivicsPR.4)

- Continue to discuss why rules are important, particularly in the classroom and online community. Ask students: What rules will we need in our classroom this year to make sure everyone stays safe, is able to learn, and feels cared about in the classroom?
- Begin to brainstorm a list of preliminary rules together, framed in the positive (ex. Positive: talk to others in a respectful way Negative: don't yell at anyone)
- From this list of rules created as a class, guide students to group rules together until you have agreed upon rules for your classroom.
- Students can illustrate rules created by the classroom (can be used as mini-book for each individual or class book students can access).

Lesson 3 - Traits of a good citizen

(6.1.2.CivicsCM.1; 6.1.2.CivicsDP.2; 6.1.2.CivicsPD.2; 6.1.2.CivicsPI.3; 6.1.2.CivicsPI.4; 6.1.2.CivicsPI.5)

- Read aloud and discuss traits of a good citizen (good citizens are trustworthy, honest, have self control, use kind words etc.)
- Have students give examples that demonstrate each concept in real life scenarios.
- Students can draw and write about a time that showed the traits of a good citizen.

Lesson 4 - Describe actions that can improve our school and community

(6.1.2.CivicsCM.1; 6.1.2.CivicsCM.2; 6.1.2.CivicsDP.2; 6.1.2.CivicsPD.1; 6.1.2.CivicsPI.4; 6.1.2.CivicsPI.5)

- Discuss what makes someone a good neighbor/friends (How do good neighbors/friends talk to each other? What kinds of things do good neighbors/friends do for one another?)
- Identify common problems we see in our school/community (littering, mean words, being unsafe, friends who are sad) and discuss ways to solve those problems. Create a class anchor chart with problems and solutions.
- Students can draw pictures showing examples of actions that can improve our school and community.

Lesson 5 - People in the USA makes contributions to communities

(6.1.2.CivicsPI.1; 6.1.2.CivicsPI.2; 6.1.2.CivicsPI.3 6.1.2.CivicsPI.4; 6.1.2.CivicsPI.5; 6.1.2.CivicsPI.6)

- Discuss how people in our school and community help others (grocery store, crossing guard, music teacher, mailman ect.)
- Make a list of a variety of people in our community and school. Guide students in finding similarities to classify community members (Political: Mayor, Class Citizens, Student Council; Economic: grocery store owners, bakers; Social (working with others): teachers, artists, singers; Public servants: police officers, firefighters, crossing guards etc.
- Have students pick a community/school member and draw and write how they contribute to make our community a better place.

Lesson 6 - Our community leaders and their contributions

(6.1.2.CivicsPI.1; 6.1.2.CivicsPI.2; 6.1.2.CivicsPI.3 6.1.2.CivicsPI.4; 6.1.2.CivicsPI.5; 6.1.2.CivicsPI.6)

- Discuss leaders in our school and community(what qualities make them good citizens?)

Lesson 7 - Good citizens vote

(6.1.2.CivicsCM.1; 6.1.2.CivicsCM.2; 6.1.2.CivicsCM.3; 6.1.2.CivicsPD.1; 6.1.2.CivicsPD.2; 6.1.2.CivicsPI.4)

- Provide opportunities to vote for classroom decisions (ex. which book to read, classroom leaders ect.)

Lesson 8 - The American flag and Bald Eagle are symbols of honor and patriotism

(6.1.2.CivicsDP.1; 6.1.2.CivicsDP.3)

- Introduce term: symbol. You can do this by listing off many ideas that surround a topic (ex. sand, waves, sunshine, wind, seagulls, umbrellas, swimming, bathing suits. Topic: beach). Our brain uses symbols to represent a whole list of ideas, and it makes it more organized.
- Introduce Patriotic Symbols (brainstorm ideas to describe and watch/read aloud resources to introduce what these symbols stand for).
- Optional additional patriotic symbols: Uncle Sam, White House, Statue of Liberty, Washington Monument, Liberty Bell

Lesson 9 - Our neighborhood flag

(6.1.2.CivicsDP.1; 6.1.2.CivicsDP.3)

- Review the meaning of the term "symbol".
- Brainstorm symbols we see in our neighborhood. \
- Discuss: If we took away all of the signs with words on them in the school, what symbols could we use to replace them?" (Students may come to the board and create a symbol, or illustrate on their own.)
- Students can create their own flag (for their school, neighborhood or family) using symbols.

Lesson 10 - The Pledge of Allegiance

(6.1.2.CivicsDP.1; 6.1.2.CivicsDP.2; 6.1.2.CivicsDP.3; 6.1.2.CivicsPI.4)

- Introduce: The Pledge of Allegiance is a promise of loyalty to the United States. Each and every morning students are asked to say the Pledge of Allegiance to the American flag. The pledge and flag are patriotic symbols within our community.
- Discuss meaning of the words in the pledge in kid friendly language
- Optional activities: [Pledge of Allegiance cut and paste](#) or [Pledge of Allegiance Vocabulary match](#) or [Pledge Meaning](#)

District/School Formative Assessment Plan

District/School Summative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

Newsletter, book, collage

- **Pre-Assessment:** Assess prior knowledge of good or bad citizenship (including digital citizenship) descriptions using statements that are examples of good and bad citizenship (examples below). Prior to reading the statements aloud, assign each side of the room with a label for Good Citizenship and Bad Citizenship. As statements are being read, have students walk to the side of the room that reflects if the statement is an example of “good citizenship” or “bad citizenship.” They should do this without speaking or influencing each other.
 - *examples: Respecting the rights and property of others. Taking part in the voting process when making classroom decisions. Working to improve the school and community. Demonstrating self-discipline and self-reliance. Practicing honesty and trustworthiness. Taking things that don’t belong to you. Copying a classmate’s homework when you forget to complete yours. Running in the hallway when your teacher sends you on an errand. Leaving your snack trash on the playground instead of putting it in a trashcan. Not voting when your classmates are making a classroom decision*
- [Ways people contribute to their community/school](#)
- [Patriotic Symbols](#)
- Pledge of Allegiance:
 - [Pledge of Allegiance cut and paste](#)
 - [Pledge of Allegiance Vocabulary match](#)
 - [Pledge Meaning](#)
- Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning.
- Exit/entrance tickets
- Independent work
- Homework

Alternative Assessments

Evaluative Criteria

Assessment Evidence

<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate students' performance on lesson assessments:</p> <p>4 - Innovating 3 - Applying: 2 - Developing 1 - Beginning</p>	<p>Suggestion Performance Task:</p> <p>1) The principal has selected you to serve on the citizenship committee at your school. She has decided that second graders should be the first students on the committee. Each student applying for the committee must choose one historical figure who he or she would choose as the "exemplary citizen of the month" and create a newsletter page explaining to parents why this person was chosen. The newsletter must also explain to parents what this committee is and why it is being formed at our school. As a part of this committee you must nominate one person in the school who you think should be "Citizen of the Month." At the committee meeting you must be able to tell everyone why you chose that person. Fill in the nomination form that shows the characteristics or actions this person displays that encouraged you to choose him or her as "citizen of the month" at your school.</p> <p><u>Other suggested performance products:</u></p> <p>2. Create a Book of all the rules you feel are important and how the rules help maintain order. 3. Create an artistic collage image with symbols or items that represent several school or classroom rules.</p>
District/School Texts	District/School Supplementary Resources
<p><i><u>Studies Weekly</u> (Merchantville): Welcome to Second Grade & Rules and Responsibility</i></p> <p><i><u>Into Social Studies</u> (Lawnside)</i></p> <p><i><u>Social Studies Alive</u> (Barrington)</i></p>	<p>Sample Digital Resources:</p> <p><i>Why We Have Rules: Basic Concept of Laws for Kids</i> <i>Exploring Communities: Rules and Laws</i> <i>Brain POP Jr.- School</i> <i>Brain POP Jr. - Rights and Responsibilities</i> Scholastic News Online NewsELA.com</p> <ul style="list-style-type: none"> ○ <i>Monopoly is Taking Away the Thimble and Boot</i> (real life example of voting in action) ○ <i>How Government Works: What is Citizenship</i> <p><i>Lessons for Citizenship/Performance Task</i> <i>Little Red in Cyberspace</i> (online storybook about being a good digital citizen) <i>Problem Solver Task Cards</i> <i>Patriotic Symbols Graphing</i> <i>Patriotic Symbols Math Centers/Games</i> <i>Education Place: Common-Sense Weather Rules</i></p> <p>Into Social Studies</p> <p><i>Unit 1 Magazine: Leaders and Government</i> <i>Unit 5 Magazine: Family History</i> <i>Unit 6 Magazine: America's Beginnings</i></p> <p>Sample Text Resources:</p> <p>What if Everybody Did That? By Ellen Javernick</p> <ul style="list-style-type: none"> ○ <i>Optional follow up activity #1</i> ○ <i>Optional follow up activity #2</i> ○ <i>Optional follow up activity #3</i> <p>Back to School Rules By: Laurie B. Friedman The Worst Day of My Life Ever! (Best Me I Can Be) By Julia Cook</p>

	<p>No David! By David Shannon Do Unto Otters By Laurie Keller RAZ Leveled texts:</p> <ul style="list-style-type: none"> ○ Can I Vote? (level M) ○ Laws for Kids (level G) ○ Kids Make a Difference (article) <p>Poem-Everyone Makes Mistakes I Pledge Allegiance by Bill Martin, Jr. Duck for President by Doreen Cronin Grace for President by Kelly S. DiPucchio Duck or Grace for President Venn Diagram</p>
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Interdisciplinary Connections

<p>ELA R.L.2.1 R.I.2.1 R.L.2.2 R.I.2.2</p>	<p>Math 2.MD.10</p>	<p>Science K-2-ETS1-1. K-2-ETS1-2. K-2-ETS1-3.</p>
<p>21st Century Skills/Career Education Problem Solver Task Cards 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. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.2.4.A.2 9.3.GV.1 9.3.GV.2 9.3.LW.1</p>	<p>Technology 8.1.2.A.2 8.1.P.A.3</p>	

Modifications and Accommodations

<p>Special Education Students Small group</p>	<p>English Language Learners Labels</p>	<p>Students at Risk of School Failure leveled text</p>
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Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks	word banks visuals student friendly definitions extended time chunking intentional grouping	graphic organizers modified assignments kinesthetic activities restate/rephrase chunking intentional grouping
Gifted and Talented extension project leveled text leadership roles intentional grouping Targeted learning from assessment	Students with 504 Plans breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time	
Unit Duration: Instructional Days		
40 days		

STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit 2: Map Skills and Natural Resources (Where Am I?)

ESTABLISHED GOALS (INDICATOR #)	TRANSFER (How will this apply to their lives?)	
<p>6.1.2.GeoGI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.GeoGI.2: Use technology to understand the culture and physical characteristics of regions.</p> <p>6.1.2.GeoHE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> ● <i>Constructing simple maps, using title, map legend, and compass rose.</i> ● <i>Develop map skills by locating the equator, the seven continents, and the five oceans on maps and globes</i> ● <i>Compare and contrast physical characteristics of locations on maps and globes.</i> ● <i>Describe natural resources (water, soil, wood, and coal) and how we can protect them.</i> 	
	MEANING	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Information that can be found on different types of maps and determine how the information may be useful. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What is a natural resource? 2. How do we protect our natural resources? 3. What are the characteristics of rural, urban and suburban

<p>6.1.2.GeoHE.2: Describe how human activities affect the culture and environmental characteristics of places or regions. (e.g. transportation, housing, dietary needs).</p> <p>6.1.2.GeoHE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.GeoHE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>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).</p> <p>6.1.2.GeoSV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoSV.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)</p>	<ul style="list-style-type: none"> ● Physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. <ul style="list-style-type: none"> ○ Maps and globes can help people study the earth. ○ Maps can be used to locate land and water features. ● We can use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. ● People choose to use and distribute natural resources in a variety of ways. <ul style="list-style-type: none"> ○ We must protect our natural resources. 	<p>communities around the world?</p> <ol style="list-style-type: none"> 4. How do these characteristics influence how people live, work and play? 5. What can maps, globes, GPS and other sources tell us about the world? (water, land and their characteristics) 6. What is included when making a map? 7. Where are the seven continents, the five oceans, and the equator located on maps and globes? 8. What is the geography of my community? (introduce 5 themes of geography)
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Unit 2: Grade 2 - Lessons

Lesson 1 - What is a natural resource?

(6.1.2.GeoGI.2; 6.1.2.GdoHE.4; 6.1.2.GeoPP.1)

- Watch or read aloud text about natural resources (see supplemental resources)
- Protecting our natural resources- How can you protect natural resources? Why do we protect natural resources?

Lesson 2 - Rural, Urban, Suburban

(6.1.2.GeoHE.2;n 6.1.2.GeoHE.3; 6.1.2.GeoPP.1; 6.1.2.GeoSV.4)

- Watch brainpop video clip on rural, urban, suburban
- Discussing rural
- Discussing urban
- Discussing suburban

- What characteristics influence living, working, and playing in communities?
- Which do you like best? Why?

Lesson 3 -Maps

(6.1.2.GeoSV.1;6.1.2.GeoSV.2. 6.1.2.GeoSV.4)

- What is a map? How do you read a map and the important features included on a map?
- Identify the seven continents and five oceans.
- Create a map

Lesson 4 - What is the geography of my community?

(6.1.2.GeoGI.1; 6.1.2.GeoGI.2; 6.1.2.GeoHE.1; 6.1.2.GeoHE.2; 6.1.2.GeoHE.3; 6.1.2.GeoHE.4; 6.1.2.GeoPP.1)

- What are the 5 themes of geography?
- Complete the 5 themes of geography on your local (Barrington)

Location: Position on the Earth's Surface (Absolute/Relative). Geographic study begins with the location of places on the earth. Places have absolute locations that pinpoint them on the earth, and relative locations that place each location in respect to other locations. For example, North Dakota has an absolute location that can be pointed to on any basic map. It also has a relative location in that it has a location within the economic system based on its characteristics and location within the world market. North Dakota has its absolute location's characteristics for soil and climate, yet the success of wheat growing is also related to its location to the edge of more expensive farmland to the east.

Place: Physical and Human Characteristics. Places have physical and human characteristics that make them what they are. Geography emphasizes the understanding of both of these factors and their integration together.

Human/Environment Interactions: Shaping the Landscape. The landscape of the earth is no longer a purely physical feature. Humans have impacted every area of the earth, but in varying ways. The geography of places is influenced by the degree to which humans have impacted their local environment (positive or negative).

Movement: Humans Interacting on the Earth. The postmodern world is one of great interaction between places. This movement is inherently geographic, whether it is by transportation (ship, car, train, plane, walk) or communication (phone, email, TV, radio, social media, newspaper, talking)

Regions: How They Form and Change. The essential geographic feature is the region. A region is any unit of space that is unified by the presence of some characteristic. It can be something in common from nature (physical) or people (cultural). A region can be large or small. It's anything that multiple locations have in common or share. (Ex: The Corn Belt, stretching from Indiana to eastern Nebraska, is an area in which corn is a dominating product. The Corn Belt is a region within the United States. Ex: Places where Spanish is spoken. The region would be parts of Europe, North America, South America, and parts of northern Africa. 450 million people speak Spanish--which makes it the 2nd most common language in the world--behind Chinese).

Lesson 5 - Culminating Performance Task

(6.1.2.GeoHE.1; 6.1.2.GeoHE.2; 6.1.2.GeoHE.3; 6.1.2.GeoHE.4; 6.1.2.GeoPP.1)

- Construct an argument on how people's lives are affected by where they live.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning. • Exit/entrance tickets • Independent work • Homework 	<p>Argument: How would our lives be different if we lived in a different kind of community? Construct an argument that addresses the question of how peoples' lives are affected by where they live.</p> <p>Scoring based on RACE</p> <ul style="list-style-type: none"> --Restate --Answer --Cite --Explain
Alternative Assessments	

Evaluative Criteria	Assessment Evidence	
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate students' performance on lesson assessments:</p> <p>4 - Innovating 3 - Applying 2 - Developing 1 - Beginning</p>	<p>Suggested Performance Task:</p> <p>Argument: How would our lives be different if we lived in a different kind of community? Construct an argument that addresses the question of how peoples' lives are affected by where they live.</p>	
District/School Texts		District/School Supplementary Resources
<p><i>Studies Weekly (Merchantville)</i></p> <p><i>Into Social Studies (Lawnside)</i></p> <p><i>Social Studies Alive (Barrington)</i></p>		<p>Into Social Studies</p> <p><i>Unit 2 Magazine: Location</i></p> <p><i>Unit 3 Magazine: North America</i></p> <p>Sample Digital Resources:</p> <p>Natural Resource Video Clip</p> <p>Natural Resource Powerpoint</p> <p>Card Sort-renewable/nonrenewable</p> <p>Brain POP Jr.- Natural Resources</p> <p>Scholastic News Online</p> <p>Protecting Natural Resources</p> <p>Brainpop jr- rural, urban, suburban</p> <p>Rural Urban Suburban- Resource lessons</p> <p>Rural, urban, suburban graphic organizer</p> <p>Rural, urban, suburban Flipbook</p> <p>Reading a Map- (continents, oceans, equator, compass rose, legend)</p> <p>Continent Song</p> <p>5 Oceans- Song</p> <p>5 Themes of Geography Pentagon</p> <p>5 themes of geography on your local</p> <p>Newsela: 2nd grade Leveled Articles</p> <p>Sample Text Resources:</p> <p>The Wump World - The Wumps live a happy life until they are invaded by an alien species, The Pollutians, who have ruined their own world by overdeveloping and over consuming.</p> <p>The Wartville Wizard - One old man takes it upon himself to fight a town of litterbugs by magically sending pieces of trash to stick to the person that dropped it.</p> <p>The Lorax</p> <p>Original Lorax Video Clip</p> <p>Rural, Urban, Suburban Texts:</p> <ul style="list-style-type: none"> ○ Too Many Pumpkins- My Neighborhood ○ Town Mouse, Country Mouse- Living in a Suburb ○ Just Plain Fancy- Living in a Rural Area

	<ul style="list-style-type: none"> ○ <i>Click, Clack Moo, Cows that Type - Living in a Small Town</i> ○ <i>The Gardner- Living in a City</i> ○ <i>The Little House- Life in a Suburban Community</i> ○ <i>Tar Beach- Life in an Urban Community</i> ○ <i>Lyle Lyle Crocodile- Life in a Rural Community</i> ○ <i>The House on East 88th Street- Country Kid, City Kid</i> ○ <i>The Snowy Day The city Kid and the Suburb Kid</i> <p>MAPs</p> <ul style="list-style-type: none"> ○ <i>There's a Map on my Lap-Dr. Seuss</i>
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Interdisciplinary Connections

<p>ELA R.L.2.1 R.I.2.1 R.I.2.2 R.I.2.3</p>	<p>Math 2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4 2.MD.D.10</p>	<p>Science 2-ESS2 K-2-ETS1-1. K-2-ETS1-2. K-2-ETS1-3.</p>
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<p>21st Century Skills/Career Education 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. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.3.ST.2 9.3.12.AC.1 9.3.12.AC.2 9.3.12.AC.6</p>	<p>Technology 8.1</p>	
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Modifications and Accommodations

Special Education Students Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks	English Language Learners Labels word banks visuals student friendly definitions extended time chunking intentional grouping	Special Education Students Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks
Gifted and Talented extension project leveled text leadership roles intentional grouping Targeted learning from assessment	Students with 504 Plans breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time	
Unit Duration: Instructional Days		
40 days		

STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit 3: Economics, Innovation and Technology (Goods and Services)

ESTABLISHED GOALS (INDICATOR #)	TRANSFER (How will this apply to their lives?)	
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 people in the local community produce and those that are produced in other communities. 6.1.2.EconEM.3: Identify the ways that people exchange goods and services (e.g., purchase, borrow, and barter).	<i>Students will be able to independently use their knowledge to...</i> <ul style="list-style-type: none"> ● Distinguish the difference between needs and wants for individuals, communities and nations. ● Explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services. ● Make decisions based on information. ● Explain cause and effect relationships. ● Discuss the lives and contributions of famous inventors/scientists. 	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<i>Students will understand that...</i>	1. How does innovation affect our lives?

<p>6.1.2.EconET.1: Explain the differences between needs and wants.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p>6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and products produced abroad and sold domestically.</p> <p>6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</p> <p>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p> <p>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</p>	<ul style="list-style-type: none"> ● Production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. <ul style="list-style-type: none"> ○ In our world we have consumers and producers. ○ Money is essential to both producers and consumers. ● The availability of resources affects people across the world differently. <ul style="list-style-type: none"> ○ People in different types of communities acquire their needs and wants differently. ○ People in different types of communities have different needs and wants. ● Creativity and innovation has resulted in scientific achievement and inventions in many cultures during different historical periods. <ul style="list-style-type: none"> ○ Individuals in the past have worked successfully to improve the lives of other Americans in the United States. ● Individuals apply opportunity (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities. ● Scarcity of needs and wants influence decisions made by individuals, communities, and nations. ● Identify the modes of communication used to transmit ideas. ● Understand that effective communication skills assist in preventing misunderstandings. ● Identify the types of transportation used to move goods and people. ● Understand the reasons why society evolved from an agricultural to an industrial society, and then to the current information age. 	<ol style="list-style-type: none"> 2. How has creativity and innovation led to improvements in lifestyle, access to information, and the creation of new products? 3. How has the development of different transportation systems impacted how we transport goods (railroad, etc)? 4. How has the development of communications systems led to increased collaboration and the spread of ideas? 5. What role has science and technology played in the transition from an agricultural society to an industrial society, and then to the information age? 6. What is scarcity? 7. What is a consumer? 8. What is a producer? 9. Why do people have to make economic choices? 10. How did Benjamin Franklin, George Washington Carver, Thomas Edison, Alexander Graham Bell and Madam CJ Walker help improve the lives of other Americans? 11. How do people in different communities (rural, urban, suburban) get the things they need? 12. Do people in different communities have different needs and wants? why(not)? 13. How can people in communities work together to make sure people have their needs met? 14. What are the roles of consumers and producers?
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Unit 3: Grade 2 - Lessons

(6.1.2.EconET.1; 6.1.2.EconET.2; 6.1.2.EconEM.1; 6.1.2.EconEM.2; 6.1.2.EconEM.3; 6.1.2.ET.3. 6.1.2.EconET.4)

- Questions: What is a need and want? What is a producer and a consumer? What is scarcity? Why do people have to make economic choices?
- Review needs and want brainpop clip
- Smart exchange sort and optional Case of the Gimmies
- Scarcity Video Clip

Lesson 2 - Important Innovators

(6.1.2.EconET.4; 6.1.2.EconGE.1; 6.1.2.EconNE.1)

- Question: How did Benjamin Franklin, George Washington Carver, Thomas Edison, Alexander Graham Bell and Madam Chief Walker help to improve the lives of other Americans?
- How can people in communities work together to make sure people have their needs met? How has innovation and technology changed to impact economic growth?
- How have these individuals helped with needs and wants, producer and consumer, and making economic choices? (Examine each individual over several days)
 Now and Ben
 George Washington Carver
 Thomas Edison
 Alexander Graham Bell
 Madame CJ Walker

Lesson 3 - Inventions and Technology

(6.1.2.EconEM.1; 6.1.2.EconEM.2; 6.1.2.EconET.3; 6.1.2.EconGE.1; 6.1.2.EconGE.2)

- Question: How do inventions and technology impact economic growth? How do human wants and needs affect the products that are used and created?
- Career Video Clip [Inventor](#)
- Discuss the role and audience with the students
Role: You are part of a team of young inventors who want to create a new and helpful invention for the community.
Audience: Your audience will be the people who live in the community and the judges for the invention contest.

Lesson 4 - Inventions, Technology, and Economic growth

(6.1.2.EconEM.1; 6.1.2.EconEM.2; 6.1.2.EconEM.3; 6.1.2.EconET.3; 6.1.2.EconET.4; 6.1.2.EconGE.1; 6.1.2.EconGE.2; 6.1.2.EconNE.1)

- Question: How do inventions and technology impact economic growth? How do human wants and needs affect the products that are used and created?
- Discuss the situation with the students
 Situation: Your community is having an invention contest. The contest winners will be given a chance to have their inventions manufactured and sold in a local store. You want to make your invention stand out and be interesting to the people who may want to buy it. Your invention will become your product. You and your team have decided to study what products your local community may want to make their lives easier. Once you find out, you will create a model that you will enter in the contest.
 Allow time to explore and research-(this may take several days)

Lesson 5 - Performance task

Provide time for partner, group, or individual presentations of their completed task.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning. • Exit/entrance tickets • Independent work • Homework 	Invention contest Folder with all Rubrics Illustration, Research, Product Prototype, Advertisement, Oral Multimedia Presentation, Journal Prompt
Alternative Assessments	
Evaluative Criteria	Assessment Evidence

<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate students' performance on lesson assessments:</p> <p>4 - Innovating 3 - Applying 2 - Developing 1 - Beginning</p>	<p>Suggestion Performance Task: Your community is having an invention contest. The winner of this contest will be given a chance to have their inventions manufactured and sold in a local store. You will want to make sure that your invention will be unique and interesting so that people will want to buy it. You and your team have decided to study what products your local community may be interested in. Remember, new inventions and products can make our lives easier. Once you decide on what you will invent, you will need to create a model that you can enter into the contest for the judges to see.</p> <p><u>Goal:</u> Your goal is to study what types of products would make the lives of the people in your community easier. You want your invention/product to win the invention contest.</p> <p><u>Role:</u> You are part of a team of young inventors who want to create a new and helpful invention for the community.</p> <p><u>Audience:</u> Your audience will be the people who live in the community and the judges for the invention contest.</p> <p><u>Situation:</u> Your community is having an invention contest. The contest winners will be given a chance to have their inventions manufactured and sold in a local store. You want to make your invention stand out and be interesting to the people who may want to buy it. Your invention will become your product. You and your team have decided to study what products your local community may want to make their lives easier. Once you find out, you will create a model that you will enter in the contest.</p> <p><u>Product:</u> Teach or student choice- Illustration, research, product prototype, Advertisement, oral presentation, or journal prompt.</p>	
District/School Texts		District/School Supplementary Resources
<p><i>Studies Weekly (Merchantville)</i></p> <p><i>Into Social Studies (Lawnside)</i></p> <p><i><u>Social Studies Alive (Barrington)</u></i></p>		<p><i>Into Social Studies</i> <i>Unit 4 Magazine: Community & Resources</i> <i>Unit 9 Magazine; Why People Work</i></p> <p><i>Brainpop jr- Needs and Wants</i> <i>Needs and Wants Smartexchange Sort</i> <i>Berenstain Bears- Case of the Gimmies</i> <i>Scarcity</i> <i>Good and Service Sort</i> <i>Producers and Consumers Activity</i> <i>Economics Math Goin' Shoppin</i> <i>Performance Task Lunch Budget</i> <i>Now and Ben</i> <i>George Washintgon Carver</i> <i>Thomas Edison</i> <i>Alexander Graham Bell</i> <i>Preview YouTube video #Herstory: Madam CJ Walker</i> <i>#Herstory: Madam CJ Walker</i></p>
Interdisciplinary Connections		
<p>ELA R.I.2.1</p>	<p>Math 2.OA.A</p>	<p>Science K-2-ETS1-1.</p>

R.I.2.2 R.I.2.3	2.OA.B 2.MD.C.8	K-2-ETS1-2. K-2-ETS1-3.
21st Century Skills/Career Education 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. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.2.4.A.1 9.2.4.A.4 9.1.4.A.1 9.1.4.A.2 9.3.MK.1 9.3.MK-COM.5 9.3.MK-RES.2 9.3.MK.-MER.7 9.3.MK-MER.8 9.3.12.AC.2 9.3.12.BM.1 9.3.ST.1 9.3.ST-ET.1 9.3.ST-ET.5 9.3.ST-SM.3	Technology 8.1	
Modifications and Accommodations		
Special Education Students Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking	English Language Learners Labels word banks visuals student friendly definitions extended time chunking	Students at Risk of Failure (RTI) Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking

leveled text intentional grouping read text extended time breaks	intentional grouping	leveled text intentional grouping read text extended time breaks
Gifted and Talented extension project leveled text leadership roles intentional grouping Targeted learning from assessment	Students with 504 Plans breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time	
Unit Duration: Instructional Days		
40 days		

Unit 4: History, Culture and Perspectives (Changes Around Us)

ESTABLISHED GOALS (INDICATOR #)	TRANSFER (How will this apply to their lives?)	
<p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally and globally).</p> <p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describe how and why your community has changed over time.</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to communicate the "big picture" of history.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>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 the culture's history.</p> <p>6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> ● compare and contrast information ● identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population. ● Place key historical events ● Determine how local and state communities have changed over time, and explain the reasons for changes. ● Trace how the American identity has changed over time. ● Explain cause and effect relationships. 	
	UNDERSTANDINGS	MEANING
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● It is important to understand the perspectives of other cultures in an interconnected world. ● Stereotyping and prejudice can lead to conflict, using examples from the past and present. ● Communities change over time. ● Timelines can be used to sequence important historical events and can show change over 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How and why have communities changed over time? 2. What are the reasons for these changes? Are all changes good? 3. How can I better understand another person's perspective? 4. How does understanding another person's perspective or culture help us get along? 5. What is culture and how/why are cultures around the world similar and different?

<p>accounts are different (e.g. photographs, paintings, cartoons, newspapers, poetry, novels, plays).</p> <p>6.1.2.HistorySE.3: Using 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).</p> <p>6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about where there are different accounts of the same event.</p> <p>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.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>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).</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equity, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p>	<p>time.</p> <ul style="list-style-type: none"> • The way people live today is different from the way people lived long ago. • Local and state communities have changed over time for a variety of reasons. 	
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Unit 4: Grade 2 - Lessons

Lesson 1 - Communities and change

(6.1.2.HistoryCA.1; 6.1.2.HistoryCC.1; 6.1.2.HistoryCC.2; 6.1.2.HistoryCC.3;

- Anchor Chart: “Characteristics of Communities”, (example) 3 categories: Physical (What is in a place that was NOT added by people?), People (How have people changed the land?), Cultural (What makes the people of a place unique?). Brainstorm with students how communities change in each category.
- Book/website/lesson links: <https://livelovehistory.weebly.com/changes-in-community-life.html>

Lesson 2 - Why do Communities Change?

(6.1.2.HistoryCA.1; 6.1.2.HistoryCC.1; 6.1.2.HistoryCC.2; 6.1.2.HistoryCC.3; 6.1.2.HistorySE.2; 6.1.2.HistorySE.3)

- You Tube Video: https://www.youtube.com/watch?v=4sZ_9hkeDic How things have changed over time.
- Discussion: What changes did you see in the video? Why do you think these things have changed?
- Compare/Contrast long ago vs. today.

- Book suggestion: Popville by Anouck Boisrobert & Louis Rigaud (<https://www.youtube.com/watch?v=liGMeJGVpU>) or A Street Through Time by Dr. Anne Millard (<https://www.youtube.com/watch?v=Vog1shTL6f0>)

Lesson 3 - Understanding cultural perspectives

(6.1.2.HistoryUP.1; 6.1.2.HistoryUP.2; 6.1.2.HistoryUP.3)

- What is culture? (brainstorm ideas, list on board/chart paper)
- Read the book The Sandwich Swap by Queen Rania of Jordan Al Abdullah, or view video here: <https://www.youtube.com/watch?v=MvEr6FsVoBI>
- Why do you think the characters in this book argued? What caused the problem? How can we try to better understand cultures that are different from our own? Discuss cause/effect relationships.
- Follow up activities: <https://www.teacherspayteachers.com/Browse/Search:the%20sandwich%20swap%20activities/Grade-Level/Second>

Lesson 4 - Diversity

(6.1.2.CivicsCM.2; 6.1.2.CivicsCM.3; 6.1.2.CivicsDP.2)

- Lessons on diversity/overcoming prejudice can be found with this link: <http://www.understandingprejudice.org/teach/elemtact.htm>
- Several holidays/lessons including those for Martin Luther King Day can be incorporated under these standards as well.
- Discuss and research famous individuals with different ethnicities and share how they have contributed to our society, and they overcame prejudice (African American, Native American, and AAPI)

Lesson 5 - Timeline of history

6.1.2.HistoryCC.1; 6.1.2.HistoryCC.2; 6.1.2.HistoryCC.3)

- Identify important dates and create a “town timeline” from its beginnings to the present day. The town historical society may be able to help with dates & events..

Lesson 6 - History in your community

(6.1.2.HistorySE.1; 6.1.2.HistorySE.2; 6.1.2.HistorySE.3; 6.1.2.HistoryUP.2)

- Lessons vary for individual communities but should reflect the history of that community.
- Optional: Walking tour of your community, stopping at a variety of historical places/buildings.
- Research important places in your community to write about/present a report in writing or on a computer.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning. • Exit/entrance tickets • Independent work • Homework 	<ul style="list-style-type: none"> • Compare/contrast long ago vs. today • Report/project about history in your community • Research projects on famous individuals that had to fight adversity(African American, Native American, and AAPI)

Alternative Assessments

Evaluative Criteria	Assessment Evidence
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate students’ performance on lesson assessments:</p> <p>4 - Innovating 3 - Applying 2 - Developing 1 - Beginning</p>	<p>Performance Task Suggestion: Students can create a timeline showing how they have changed over time.</p>

District/School Texts	District/School Supplementary Resources
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<p><i>Studies Weekly (Merchantville)</i></p> <p><i>Into Social Studies (Lawnside)</i></p> <p><u><i>Social Studies Alive (Barrington)</i></u></p>	<p><i>Into Social Studies</i></p> <p><i>Unit 3 Magazine: North America</i></p> <p><i>Unit 4 Magazine Community and Resource</i></p> <p><i>Unit 5 Magazine Family History</i></p> <p><i>Unit 6 Magazine America's Beginnings</i></p> <p><i>Unit 8 Magazine: A World of Culture</i></p> <p><u>Popville</u> by Anouck Boisrobert & Louis Rigaud</p> <p><u>A Street Through Time</u> by Dr. Anne Millard</p> <p><u>The Sandwich Swap</u> by Queen Rania of Jordan Al Abdullah</p>
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Interdisciplinary Connections

<p>ELA</p> <p>RL.2.1-2</p> <p>W.2.5, 7</p>	<p>Math</p>	<p>Science</p> <p>K-ESS2-2</p> <p>K-ESS3-3</p> <p>2-ESS1-1</p> <p>2-ESS2-1</p>
<p>21st Century Skills/Career Education</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>Technology</p> <p>8.1.P.A.5</p> <p>8.1.2.A.2, 4</p>	

Modifications and Accommodations

<p>Special Education Students</p> <p>Small group</p> <p>Direct instruction</p> <p>restate/rephrase</p> <p>graphic organizers</p> <p>modified assignments</p> <p>chunking</p> <p>leveled text</p> <p>intentional grouping</p> <p>read text</p>	<p>English Language Learners</p> <p>Labels</p> <p>word banks</p> <p>visuals</p> <p>student friendly definitions</p> <p>extended time</p> <p>chunking</p> <p>intentional grouping</p>	<p>Special Education Students</p> <p>Small group</p> <p>Direct instruction</p> <p>restate/rephrase</p> <p>graphic organizers</p> <p>modified assignments</p> <p>chunking</p> <p>leveled text</p> <p>intentional grouping</p> <p>read text</p>
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extended time breaks		extended time breaks
Gifted and Talented extension project leveled text leadership roles intentional grouping Targeted learning from assessment	Students with 504 Plans breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time	
Unit Duration: Instructional Days		
<i>40 days</i>		