

Barrington  
School District

Haddon Heights  
School District

Lawnside  
School District

Merchantville  
School District

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**Course Name: Social Studies**

**Grade: 2**

**Board Approved: AUGUST 2018**

\*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**

for  
Social Studies  
INTRODUCTION

### Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

**Mission:** *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

**Vision:** An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local 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 implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

### Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century 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 citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. 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 New Jersey social studies standards and indicators reflect national and state standards and other documents 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, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.<sup>2</sup>

Social studies instruction occurs throughout the P-12 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences,

and respect for diversity.

· In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

· In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

· In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

### **Revised Standards**

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

### ***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. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

#### **A. Civics, Government, and Human Rights**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

#### **B. Geography, People, and the Environment**

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

**C. Economics, Innovation, and Technology**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

**D. History, Culture, and Perspectives**

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**Organization of the Standards**

The organization and content of the 2014 social studies standards 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.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- 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 and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

Standard	Grade Level	Organization
6.1 U.S. History: America in the World	P-4	By strand only
	5-8	By era and strand
	9-12	By era and strand
6.2 World History/Global Studies	5-8	By era and strand
	8-12	By era and strand

6.3 Active Citizenship in the 21st Century	P-4	By strand only
	5-8	By strand only
	9-12	By strand only

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the Social Studies Timeframe Table.)

In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the Social Studies Skills Table).

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<p><b>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.</b></p>	
<p><b>Unit 1: Citizenship and Communities</b></p>	
<p><b>ESTABLISHED GOALS (INDICATOR #)</b></p>	<p><b>TRANSFER (How will this apply to their lives?)</b></p>
<ul style="list-style-type: none"> <li>★ 6.1.4.A.14-The world is comprised of nations that are similar to and different from the United States.</li> <li>★ 6.1.4.A.15- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</li> <li>★ 6.1.4.A.1- Rules and laws are developed to protect people’s rights and the security and welfare of society.</li> <li>★ 6.1.4.D.17 Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</li> </ul>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>★ <i>Explain the responsibilities of a good citizen, with emphasis on:</i> <ul style="list-style-type: none"> <li>○ <i>respecting and protecting the rights and property of others.</i></li> <li>○ <i>taking part in the voting process when making classroom decisions.</i></li> <li>○ <i>describing actions that can improve the school and community.</i></li> <li>○ <i>practicing honesty and trustworthiness.</i></li> </ul> </li> <li>★ <i>Understand that the people of New Jersey and other communities:</i> <ul style="list-style-type: none"> <li>○ <i>have state and local government officials who are elected by voters.</i></li> <li>○ <i>have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles</i></li> <li>○ <i>contribute to their community by practicing the responsibilities of good citizens.</i></li> <li>○</li> </ul> </li> <li>★ <i>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)</i></li> </ul>
<p><b>MEANING</b></p>	

UNDERSTANDINGS

*Students will understand that...*

- ★ 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.
  - 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 are by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
  - 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 identify.

ESSENTIAL QUESTIONS

- ★ 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?

Unit 1: Grade 2 - Lessons

★ **Lesson 1 (6.1.4.A.1)- Why Do We Have Rules?**

- 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 (6.1.4.A.1)- Our Class Rules**

- 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 create by the classroom (can be used as mini-book for each individual or class book students can access).

★ **Lesson 3 (6.1.4.A.1; 6.1.4.A.15)- Traits of a Good Citizen**

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

★ **Lesson 4 (6.1.4.A.15; 6.1.4.A.14)-Describe Actions that can improve our school and community**

- 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

★ **Lesson 5 (6.1.4.A.15)-People in the USA makes contributions to communities**

- Discuss how people in our school and community help others (grocery store, crossing guard, music teacher, mailman ect.)
- Make list of 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, Socially(working with others): teachers, artists, singers, Keep us safe: police officers, firefighters, crossing guards ect.)
- Have students pick a community/school member and draw and write how they contribute to make our community a better place.

★ **Lesson 6 (6.1.4.A.15; 6.1.4.A.14)-Our Community Leaders and their contributions**

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

★ **Lesson 7 (6.1.4.A.1; 6.1.4.A.15)-Good Citizens Vote**

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

★ **Lesson 8 (6.1.4.D.17)-The American flag and Bald Eagle are symbols of honor and patriotism**

- 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

★ **Lesson 9 (6.1.4.D.17)-Our Neighborhood Flag**

- Review the meaning of 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 9 (6.1.4.D.17)- The Pledge of Allegiance**

- 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 past](#) or [Pledge of Allegiance Vocabulary match](#) or [Pledge Meaning](#)



★ District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>★ <b>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).</b> 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.</p> <ul style="list-style-type: none"> <li>○ <i>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</i></li> </ul> <p>★ <a href="#"><i>Ways people contribute to their community/school</i></a></p> <p>★ <a href="#"><i>Patriotic Symbols</i></a></p> <p>★ Pledge of Allegiance:           <ul style="list-style-type: none"> <li>○ <a href="#"><i>Pledge of Allegiance cut and past</i></a></li> <li>○ <a href="#"><i>Pledge of Allegiance Vocabulary match</i></a></li> <li>○ <a href="#"><i>Pledge Meaning</i></a></li> </ul> </p> <p>★ Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning.</p> <p>★ Exit/entrance tickets</p> <p>★ Independent work</p> <p>★ Homework</p>		<p><i>Newsletter, book, collage</i></p>
Alternative Assessments		
Evaluative Criteria	Assessment Evidence	
<p><b>Suggested Performance Rubric:</b> 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><b>Suggestion Performance Task:</b>            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 you chose this person. 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><b>Other suggested performance products:</b>            -Create a Book of all the rules you feel are important and how the rules help maintain order.            -Create an artistic collage image with symbols or items that represent several school or classroom rules.</p>	

**District/School Texts**

**District/School Supplementary Resources**

*Studies Weekly (Merchantville): Welcome to Second Grade & Rules and Responsibility*

*HMH: into Social Studies: Neighbors and Community (Lawnside)*

*Social Studies Alive (Barrington)*

**Sample Digital Resources:**

- ★ [Why We Have Rules: Basic Concept of Laws for Kids](#)
- ★ [Exploring Communities: Rules and Laws](#)
- ★ [Brain POP Jr.- School](#)
- ★ [Brain POP Jr. - Rights and Responsibilities](#)
- ★ [Scholastic News Online](#)
- ★ [NewsELA.com](#)
  - [Monopoly is Taking Away the Thimble and Boot](#) (real life example of voting in action)
  - [How Government Works: What is Citizenship](#)
- ★ [Lessons for Citizenship/Performance Task](#)
- ★ [Little Red in Cyberspace](#) (online storybook about being a good digital citizen)
- ★ [Problem Solver Task Cards](#)
- ★ [Patriotic Symbols Graphing](#)
- ★ [Patriotic Symbols Math Centers/Games](#)
- ★ [Education Place: Common-Sense Weather Rules](#)

**Sample Text Resources:**

- ★ What if Everybody Did That? By Ellen Javernick
  - [Optional follow up activity #1](#)
  - [Optional follow up activity #2](#)
  - [Optional follow up activity #3](#)
- ★ Back to School Rules By: Laurie B. Freidman
- ★ The Worst Day of My Life Ever! (Best Me I Can Be) By Julia Cook
- ★ No David! By David Shannon
- ★ Do Unto Otters By Laurie Keller
- ★ RAZ Leveled texts:
  - Can I Vote? (level M)
  - Laws for Kids (level G)
  - Kids Make a Difference (article)

Interdisciplinary Connections		
<p><b>ELA</b>                      R.L.2.1                      R.I.2.1                      R.L.2.2                      R.I.2.2</p>	<p><b>Math</b>                      2.MD.10</p>	<p><b>Science</b>                      K-2-ETS1-1.                      K-2-ETS1-2.                      K-2-ETS1-3.</p>
<p><b>21st Century Skills/Career Education</b>  <a href="#">Problem Solver Task Cards</a>                      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><b>Technology</b>                      8.1.2.A.2                      8.1.P.A.3</p>	
Modifications and Accommodations		
<p><b>Special Education Students</b>                      Small group                      Direct instruction                      restate/rephrase                      graphic organizers                      modified assignments                      chunking                      leveled text                      intentional grouping                      read text                      extended time                      breaks</p>	<p><b>English Language Learners</b>                      Labels                      word banks                      visuals                      student friendly definitions                      extended time                      chunking                      intentional grouping</p>	<p><b>Students at Risk of School Failure</b>                      leveled text                      graphic organizers                      modified assignments                      kinesthetic activities                      restate/rephrase                      chunking                      intentional grouping</p>

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

<p><b>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.</b></p>	
<p><b>Unit 2: Map Skill and Natural Resources</b></p>	
<p><b>ESTABLISHED GOALS (INDICATOR #)</b></p>	<p><b>TRANSFER (How will this apply to their lives?)</b></p>
<ul style="list-style-type: none"> <li>★ 6.1.4.B.1, 2, 3- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>★ 6.1.4.B.8-Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</li> </ul>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>★ <i>Constructing simple maps, using title, map legend, and compass rose.</i></li> <li>★ <i>Develop map skills by locating the equator, the seven continents, and the five oceans on maps and globes</i></li> <li>★ <i>Compare and contrast physical characteristics of locations on maps and globes.</i></li> <li>★ <i>Describe natural resources (water, soil, wood, and coal) and how we can protect them.</i></li> </ul>
<p><b>MEANING</b></p>	

UNDERSTANDINGS

*Students will understand that...*

- ★ Information that can be found on different types of maps and determine how the information may be useful.
  
- ★ 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.
  - Map 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 variety of ways.
  - We must protect our natural resources.

ESSENTIAL QUESTIONS

- ★ What is a natural resource?
  
- ★ How do we protect our natural resources?
  
- ★ What are the characteristics of rural, urban and suburban communities around the world?
  
- ★ How do these characteristics influence how people live, work and play?
  
- ★ What can maps, globes, GPS and other sources tell us about the world? (water, land and their characteristics)
  
- ★ What is included when making a map?
  
- ★ Where are the seven continents, the five oceans, and the equator located on maps and globes?
  
- ★ What is the geography of my community? (introduce 5 themes of geography)

Unit 2: Grade 2 - Lessons

★ **Lesson 1 (6.1.4.B.1)- What is a natural resource?**

- 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 (6.1.4.B.1)- Rural, Urban, Suburban**

- Watch brainpop video clip on rural, urban, suburban
- Discussing rural
- Discussing urban
- Discussing suburban
- What characteristics influence living, working, and playing in communities?

★ **Lesson 3 (6.1.4.B.1)-Maps**

- 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 (6.1.4.B.1)- What is the geography of my community?**

- 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 arm land to the east.
  - **Place: Physical and Human Characteristics.** Place 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. Human have impact 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.
  - **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 telecommunications or ship.
  - **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. 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.

District/School Formative Assessment Plan		District/School Summative Assessment Plan
<ul style="list-style-type: none"> <li>★ Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning.</li> <li>★ Exit/entrance tickets</li> <li>★ Independent work</li> <li>★ Homework</li> </ul>		<p><i>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.</i></p> <p><i>Scoring based on RACE</i></p> <p><i>Restate</i></p> <p><i>Answer</i></p> <p><i>Cite</i></p> <p><i>Explain</i></p>
Alternative Assessments		
Evaluative Criteria	Assessment Evidence	
<p><b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students' performance on lesson assessments:</p> <p>4 - Innovating</p> <p>3 - Applying</p> <p>2 - Developing</p> <p>1 - Beginning</p>	<p><i>Suggested Performance Task:</i></p> <p><i>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.</i></p>	
District/School Texts		District/School Supplementary Resources



*Studies Weekly (Merchantville)*

*HMH: into Social Studies: Neighbors and Community (Lawnside)*

*Social Studies Alive (Barrington)*

**Sample Digital Resources:**

- ★ [\*Natural Resource Video Clip\*](#)
- ★ [\*Natural Resource Powerpoint\*](#)
- ★ [\*Card Sort-renewable/nonrenewable\*](#)
- ★ [\*Brain POP Jr.- Natural Resources\*](#)
- ★ *Scholastic News Online*
- ★ [\*Protecting Natural Resources\*](#)
- ★ [\*Brainpop jr- rural, urban, suburban\*](#)
- ★ [\*Rural Urban Suburban- Resource lessons\*](#)
- ★ [\*Rural, urban, suburban graphic organizer\*](#)
- ★ [\*Rural, urban, suburban Flipbook\*](#)
- ★ [\*Reading a Map- \(continents, oceans, equator, compass rose, legend\)\*](#)
- ★ [\*Continent Song\*](#)
- ★ [\*5 Oceans- Song\*](#)
- ★ [\*5 Themes of Geography Pentagon\*](#)
- ★ [\*5 themes of geography on your local\*](#)
- ★ [\*Newsela: 2nd grade Leveled Articles\*](#)

**Sample Text Resources:**

- ★ [\*The Wump World\*](#) - The Wumps leave a happy life until they are invaded by and alien species, The Pollutians, who have ruined their own world by overdeveloping and over consuming.
- ★ [\*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.
- ★ *The Lorax*  
[\*Original Lorax Video Clip\*](#)

<b>Interdisciplinary Connections</b>		
<p><b>ELA</b>                      R.L.2.1                      R.I.2.1                      R.I.2.2                      R.I.2.3</p>	<p><b>Math</b>                      2.MD.A.1                      2.MD.A.2                      2.MD.A.3                      2.MD.A.4                      2.MD.D.10</p>	<p><b>Science</b>                      2-ESS2                      K-2-ETS1-1.                      K-2-ETS1-2.                      K-2-ETS1-3.</p>
<p><b>21st Century Skills/Career Education</b>                      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><b>Technology</b>                      8.1</p>	
<b>Modifications and Accommodations</b>		
<p><b>Special Education Students</b>                      Small group                      Direct instruction                      restate/rephrase                      graphic organizers                      modified assignments                      chunking                      leveled text                      intentional grouping                      read text                      extended time                      breaks</p>	<p><b>English Language Learners</b>                      Labels                      word banks                      visuals                      student friendly definitions                      extended time                      chunking                      intentional grouping</p>	<p><b>Special Education Students</b>                      Small group                      Direct instruction                      restate/rephrase                      graphic organizers                      modified assignments                      chunking                      leveled text                      intentional grouping                      read text                      extended time                      breaks</p>

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

<b>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.</b>	
<b>Unit 3: Economics, Innovation and Technology</b>	
<b>ESTABLISHED GOALS (INDICATOR #)</b>	<b>TRANSFER (How will this apply to their lives?)</b>
<ul style="list-style-type: none"> <li>★ 6.1.4.C.8- Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</li> <li>★ 6.1.4.C.9- Availability of resources affects economic outcomes.</li> <li>★ C.1.4.C.16- Creativity and innovation have let to improvements in lifestyle, access to information, and the creation of new products.</li> <li>★ 6.1.4.C.1, 2-People make decisions based on their needs, wants, and the availability of</li> </ul>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>★ <i>Distinguish the difference between needs and wants for individuals, communities and nations.</i></li> <li>★ <i>Explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.</i></li> <li>★ <i>Make decisions based on information.</i></li> <li>★ <i>Explain cause and effect relationships.</i></li> <li>★ <i>Discuss the lives and contributions of famous inventors/scientists.</i></li> </ul>
<b>MEANING</b>	

their needs, wants, and the availability of resources.

UNDERSTANDINGS

*Students will understand that...*

- ★ Production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
  - 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.
  - 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.
  - 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.

ESSENTIAL QUESTIONS

- ★ How does innovation affect our lives?
- ★ How has creativity and innovation led to improvements in lifestyle, access to information, and the creation of new products?
- ★ How has the development of different transportation systems impacted how we transport goods (railroad, etc)?
- ★ How has the development of communications systems led to increased collaboration and the spread of ideas?
- ★ What role has science and technology played in the transition from an agricultural society to an industrial society, and then to the information age?
- ★ What is scarcity?
- ★ What is a consumer?
- ★ What is a producer?
- ★ Why do people have to make economic choices?
- ★ 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 do people in different communities (rural, urban, suburban) get the things they need?
- ★ Do people in different communities have different needs and wants? why(not)?
- ★ How can people in communities work together to make sure people have their needs met?
- ★ What are the roles of consumers and producers?

- ★ **Lesson 1 (6.1.4.C.1,2)- 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
  - Smartexchange sort and optional Case of the Gimmies
  - Scarcity Video Clip
- ★ **Lesson 2 (6.1.4.C.) 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 (6.1.4.C.) 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 (6.1.4.C)-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 (6.1.4C)-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"> <li>★ Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning.</li> <li>★ Exit/entrance tickets</li> <li>★ Independent work</li> <li>★ Homework</li> </ul>	Invention contest <u>Folder with all Rubrics</u> Illustration, Research, Product Prototype, Advertisement, Oral Multimedia Presentation, Journal Prompt	
Alternative Assessments		
Evaluative Criteria	Assessment Evidence	

**Social Studies Curriculum - Grade 2**

<p><b>Suggested Performance Rubric:</b> 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><b>Suggestion Performance Task:</b>          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><b>Goal: 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.</b></p> <p><b>Role: You are part of a team of young inventors who want to create a new and helpful invention for the community.</b></p> <p><b>Audience: Your audience will be the people who live in the community and the judges for the invention contest.</b></p> <p><b>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.</b></p> <p><b>Product: Teach or student choice- Illustration, research, product prototype, Advertisement, oral presentation, or journal prompt.</b></p>	
<b>District/School Texts</b>		<b>District/School Supplementary Resources</b>
<p><i>Studies Weekly (Merchantville)</i></p> <p><i>HMH: into Social Studies: Neighbors and Community (Lawnside)</i></p> <p><i>Social Studies Alive (Barrington)</i></p>		<p><a href="#"><i>Brainpop jr- Needs and Wants</i></a></p> <p><a href="#"><i>Needs and Wants Smartexchange Sort</i></a></p> <p><a href="#"><i>Bernstein Bears- Case of the Gimmies</i></a></p> <p><a href="#"><i>Scarcity</i></a></p> <p><a href="#"><i>Good and Service Sort</i></a></p> <p><a href="#"><i>Producers and Consumers Activity</i></a></p> <p><a href="#"><i>Economics Math Goin' Shoppin</i></a></p> <p><a href="#"><i>Performance Task Lunch Budget</i></a></p> <p><a href="#"><i>Now and Ben</i></a></p> <p><a href="#"><i>George Washintgon Carver</i></a></p> <p><a href="#"><i>Thomas Edison</i></a></p> <p><a href="#"><i>Alexander Graham Bell</i></a></p> <p><a href="#"><i>Preview YouTube video #Herstory: Madam CJ Walker</i></a></p> <p><a href="#"><i>#Herstory: Madam CJ Walker</i></a></p>
<b>Interdisciplinary Connections</b>		
<p><b>ELA</b></p> <p>R.I.2.1          R.I.2.2          R.I.2.3</p>	<p><b>Math</b></p> <p>2.OA.A          2.OA.B          2.MD.C.8</p>	<p><b>Science</b></p> <p>K-2-ETS1-1.          K-2-ETS1-2.          K-2-ETS1-3.</p>

<p><b>21st Century Skills/Career Education</b></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>9.2.4.A.1</p> <p>9.2.4.A.4</p> <p>9.1.4.A.1</p> <p>9.1.4.A.2</p> <p>9.3.MK.1</p> <p>9.3.MK-COM.5</p> <p>9.3.MK-RES.2</p> <p>9.3.MK.-MER.7</p> <p>9.3.MK-MER.8</p> <p>9.3.12.AC.2</p> <p>9.3.12.BM.1</p> <p>9.3.ST.1</p> <p>9.3.ST-ET.1</p> <p>9.3.ST-ET.5</p> <p>9.3.ST-SM.3</p>	<p><b>Technology</b></p> <p>8.1</p>	
<p><b>Modifications and Accommodations</b></p>		

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

<p><b>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.</b></p>	
<p><b>Unit 4: History, Culture and Perspectives</b></p>	
<p><b>ESTABLISHED GOALS (INDICATOR #)</b></p>	<p><b>TRANSFER (How will this apply to their lives?)</b></p>
<ul style="list-style-type: none"> <li>★ 6.1.4.D.20- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</li> <li>★ 6.1.4.D.16- Prejudice and discrimination can be obstacles to understanding other cultures.</li> </ul>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>★ <i>compare and contrast information</i></li> <li>★ <i>identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.</i></li> <li>★ <i>Place key historical events</i></li> <li>★ <i>Determine how local and state communities have changed over time, and explain the reasons for changes.</i></li> <li>★ <i>Trace how the American identity has changed over time.</i></li> <li>★ <i>Explain cause and effect relationships.</i></li> </ul>



- ★ 6.1.4.D.11-Personal, family, and community history is a source of information for individuals about the people and places around them.

MEANING	
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>★ It is important to understand the perspectives of other cultures in an interconnected world.</li> <li>★ Stereotyping and prejudice can lead to conflict, using examples from the past and present.</li> <li>★ Communities change over time.</li> <li>★ Timelines can be used to sequence important historical events and can show change over time.</li> <li>★ The way people live today is different from the way people lived long ago.</li> <li>★ Local and state communities have changed over time for a variety of reasons.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>★ How and why have communities changed over time?</li> <li>★ What are the reasons for these changes? Are all changes good?</li> <li>★ How can I better understand another person’s perspective?</li> <li>★ How does understanding another person’s perspective or culture help us get along?</li> <li>★ What is culture and how/why are cultures around the world similar and different?</li> </ul>

**Unit 4: Grade 2 - Lessons**

- ★ **Lesson 1 (6.1.4.D.20) (Communities Change)**
  - 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 (6.1.4.D.20) (Why do Communities Change?)**
  - You Tube Video: [https://www.youtube.com/watch?v=4sZ\\_9hkeDic](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 or A Street Through Time by Dr. Anne Millard
- ★ **Lesson 3 (6.1.4.D.20) (Understanding cultural perspectives)**
  - 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 (6.1.4.D.16) (Diversity)**
  - Lessons on diversity/overcoming prejudice can be found with this link: <http://www.understandingprejudice.org/teach/elemeact.htm>
  - Several holidays/lessons including those for Martin Luther King Day can be incorporated under these standards as well.
- ★ **Lesson 5 (6.1.4.D.11) (History in your community)**
  - 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.

**Social Studies Curriculum - Grade 2**

District/School Formative Assessment Plan		District/School Summative Assessment Plan
<ul style="list-style-type: none"> <li>★ Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning.</li> <li>★ Exit/entrance tickets</li> <li>★ Independent work</li> <li>★ Homework</li> </ul>		<ul style="list-style-type: none"> <li>★ Compare/contrast long ago vs. today</li> <li>★ Report/project about history in your community</li> </ul>
Alternative Assessments		
Evaluative Criteria	Assessment Evidence	
<p><b>Suggested Performance Rubric:</b> 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><b>Performance Task Suggestion:</b> Students can create a timeline showing how they have changed over time.</p>	
District/School Texts		District/School Supplementary Resources
<p><i>Studies Weekly (Merchantville)</i></p> <p><i>HMH: into Social Studies: Neighbors and Community (Lawnside)</i></p> <p><i>Social Studies Alive (Barrington)</i></p>		<p><u>Popville</u> by Anouck Boisrobert &amp; Louis Rigaud  <u>A Street Through Time</u> by Dr. Anne Millard  <u>The Sandwich Swap</u> by Queen Rania of Jordan Al Abdullah</p>
Interdisciplinary Connections		
<p><b>ELA</b>            RL.2.1-2            W.2.5, 7</p>	<p><b>Math</b></p>	<p><b>Science</b>            K-ESS2-2            K-ESS3-3            2-ESS1-1            2-ESS2-1</p>

<p><b>21st Century Skills/Career Education</b>                  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.</p>	<p><b>Technology</b>                  8.1.P.A.5                  8.1.2.A.2, 4</p>	
<p><b>Modifications and Accommodations</b></p>		
<p><b>Special Education Students</b>                  Small group                  Direct instruction                  restate/rephrase                  graphic organizers                  modified assignments                  chunking                  leveled text                  intentional grouping                  read text                  extended time                  breaks</p>	<p><b>English Language Learners</b>                  Labels                  word banks                  visuals                  student friendly definitions                  extended time                  chunking                  intentional grouping</p>	<p><b>Special Education Students</b>                  Small group                  Direct instruction                  restate/rephrase                  graphic organizers                  modified assignments                  chunking                  leveled text                  intentional grouping                  read text                  extended time                  breaks</p>
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<p><b>Unit Duration: Instructional Days</b></p>		
<p><i>40 days</i></p>		