



Estell Manor School District

Social Studies Curriculum
Grade 2

Statement of Purpose

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will 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.

SECOND GRADE

Theme: "Connecting Communities: Expansive Horizons"

CORE MATERIALS: Studies Weekly

UNIT	TIMELINE	STANDARDS	TOPICS	CORE IDEAS
CIVICS AND GOVERNMENT	Weeks 1-14	6.1.2.CivicsPI.1 6.1.2.CivicsPI.5 6.1.2.CivicsPD.1 6.1.2.CivicsPD.2 6.1.2.CivicsPI.2 6.1.2.CivicsPI.3 6.1.2.CivicsPI.6 6.1.2.EconET.5 6.1.2.CivicsDP.1 6.1.2.CivicsDP.2 6.1.2.CivicsPI.6 6.1.2.CivicsPI.4 6.1.2.CivicsPI.5 6.1.2.CivicsPR.4 6.1.2.CivicsCM.3 6.1.2.CivicsDP.1 6.1.2.CivicsDP.2 6.1.2.CivicsDP.3 6.1.2.HistoryUP.2 6.1.2.HistoryCC.1 6.1.2.HistorySE.2 6.1.2.HistorySE.3	• Community • Rules and Laws • Principles of Democracy • Important Documents • Purpose & Structure of Government and Government Services • Citizens • Patriotism, National Symbols, Monuments and Memorials, and National Holidays • Founders • Culture • Sources	Students will engage in learning about community, government, and their role as citizens of a community. They will explore their roles as members of various communities. Students will explore patriotism and important documents in United States history. They will learn about the different types of sources used to study history and explore fact vs. fiction.
GEOGRAPHY	Weeks 15-22	6.1.2.Geo.SV.4 6.1.2.Geo.HE.1 6.1.2.Geo.HE.2 6.1.2.Geo.HE.4 6.1.2.Geo.GI.1	• Map Skills • The Five Themes of Geography • Location • Place: Physical and Human	Students will explore the Five Themes of Geography to generate more depth of knowledge regarding the physical and human characteristics of geography.

		6.1.2.EconEM.3 6.1.2.EconNE.1	Characteristics • Human-Environment Interactions • Movement • Regions of the World	
ECONOMICS	Weeks 23-27	6.1.2.EconGI.1 6.1.2.EconGI.2 6.1.2.EconET.4 6.1.2.EconET.5 6.1.2.EconEM.1 6.1.2.EconEM.2 6.1.2.EconEM.3 6.1.2.EconNE.1 6.1.2.EconGE.1 6.1.2.EconGE.2	• Economic Resources • Goods and Services • Economic Principles, Activities, and Choices	Students will explore needs, wants, goods, and services while making connections to the ways in which people meet their basic needs. They will explore how economic decisions are made.
HISTORY	Weeks 28-32	6.1.2.HistoryCC.1 6.1.2.HistoryCC.2 6.1.2.HistoryCC.3 6.1.2.HistoryCA.1 6.1.2.HistoryUP.3 6.3.2.CivicsPD.1 6.3.2.GeoGI.1 6.3.2.GeoGI.2	• Sequencing and Chronology • Innovations Over Time • Historic Figures • Solving Problems in Your Community • Year in Review	Students will explore concepts of time and change over time. They will engage in inquiry-based learning to solve a community-based problem.
HOLIDAYS AND TRADITIONS	Ongoing/ As Time Allows	6.1.2.HistoryUP.2 6.1.2.HistorySE.1	• Varied	Students will explore national and international holidays, traditions, culture, and history.

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

Unit 1: Citizenship/Working Together Studies Weekly Newspapers - 1, 3, 4, 16, 18, 19	Duration: September - October
Unit Summary A citizen is a person who belongs to a country. Good citizens make our country a better place. They follow rules and laws so that they get along. They vote to choose leaders. Citizens of the United States have songs, symbols, and sayings that help celebrate our country.	
NJ Student Learning Standards	
6.1.4. A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.4. A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government. 6.1.4. A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. 6.1.4. A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. 6.1.4. A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.	

6.1.4. C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.

6.1.4. C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.4. C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

Interdisciplinary Skills

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life & Career Skills

9.1 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<i>Students will understand that...</i> • A good citizen makes his or her country and community a better place. • A good citizen follows the rules. • The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States.	• What makes a good citizen? • What does a good citizen do? • What are some symbols that represent the United States?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
• Create a flyer or poster for a Second Grade classroom to show characteristics of a good citizen and what it means to work together. • Pretend you are presenting in a Social Studies class and role play “turn and talk” with a partner.	Formative Assessments • Classroom Discussion • Exit Slips • Checklists • Presentations or Projects • Rubrics • Studies Weekly Quizzes

	Summative Assessments • Participation and teacher observation • Pre-test, post-test, and daily work • Chapter tests • End of Unit Tests Benchmark Assessment • Social Studies Benchmark Assessment Alternative Assessments • Group Work • Teacher Observations • Questions Starters • Teacher Observation of Participation • Modified Tests/Quizzes/Classwork • Social Studies Notebook
Vocabulary Allegiance, honesty, indivisible, justice, pledge, republic, authority, consequences, courage, responsibility, citizens, equal, opportunity, privacy, U.S. Constitution, immigrants, liberty, memorial, migrant workers, minutemen, replica, symbol, government, governor, naturalization, president, commissioner, factory, free speech, gender, mills, mines, recycle, responsibilities, rights	

Knowledge and Skills	
Content	Skills
<i>Students will know....</i> • A community is a place where people live, work, and have fun together. • A neighbor is someone who lives in the same neighborhood. • There are suburban, rural, and urban areas. • Laws are rules people in a community must follow. • A good citizen is a member of the community who helps others	<i>Students will be able to ...</i> • Discuss why communities exist. • Identify the characteristics of different communities, including specific landmarks. • Discuss different types of transportation and communication available in their community. • Apply the qualities of good citizenship by following rules and laws. • List ways rules and laws help people.
Instructional Plan	
Suggested Activities	Resources
Create a concept map Write Good Citizen in the center Fill in ideas of how to be a good citizen	Being a Good Citizen Adrian Vigliano
Famous Citizen Museum • Choose a famous citizen	LIVES Poems about Famous Americans Lee Bennett Hopkins

• Create a timeline (poster)	
Community Activism Poster	Brainpop Rights and Responsibilities
Students will identify at least one good citizen found in current event articles, fiction or nonfiction and justify their choice in writing.	Current event articles
Literature	
Studies Weekly Newspaper “Be Honest and Tell the Truth” by Cheri J. Meiners “What If Everybody Did That?” by Ellen Javernick “We Live here Too! Kids Talk About Good Citizenship” by Nancy Loewen “Our National Symbols” by Linda Carlson Johnson “Earth Day (Let’s Celebrate)” by Clara Cella “We the Kids: The Preamble to the Constitution of the United States” by David Catrow	
Websites	
Social Studies for Kids is a site with articles, subjects, and tons of links for all subjects of social studies,	www.socialstudiesforkids.com
BrainPOP - Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology,	www.brainpop.com
Independent, not-for-profit educational organization that provides leadership in the development of living communities.	http://www.planning.org/kidsandcommunity/

Interactive Website that promotes students to reread/listen to the weekly articles and then play games that focus on the concepts learned that week	www.studiesweekly.com
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>	
Suggested Options for Differentiation/Modifications/Accommodations	
English Language Learners ● Teacher model/visual models and adjust activity when needed ● Chunk Text ● Pre-Teach Vocabulary ● Build Background Knowledge ● Use Sentence Starters ● Provide cues	
Basic Skills/Economically Disadvantaged/Students at Risk ● Teacher led small group and step by step instruction. ● Visual Models	

• Provide Extra Time
Gifted and Talented • Higher Level Questioning • Reader Response Extension
Special Education/504 • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Allow Extra Time • Work in Small Group • Allow Answers to be given orally or dictated. • Use audiobooks

Unit 2 will address the following 21st Century Life and Careers skills:				
Check all that apply 21 st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing	√	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.



Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

Unit 2: Communities/All About Communities/Culture Studies Weekly Newspapers - 2, 10, 20, 21, 22	Duration: November - December
Unit Summary Communities are places where people live. Communities develop in urban, rural, and suburban areas. In communities people help each other and follow rules. Transportation and communication in communities have changed over time.	
NJ Student Learning Standards	
6.1.4. A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 6.1.4. A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government. 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. 6.1.4. B.5 Describe how human interaction impacts the environment in New Jersey and the United States. 6.1.4. C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.	

6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4. C.5 Explain the role of specialization in the production and exchange of goods and services.

6.3.4. A.1 Evaluate what makes a good rule or law.

6.3.4. A.2 Contact local officials and community members to acquire information and/or discuss local issues.

6.3.4. A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Interdisciplinary skills

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life & Career Skills

9.1 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

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.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<i>Students will understand that...</i> • A community is a place where people live, work, and have fun together. • A neighbor is someone who lives in the same neighborhood. • There are suburban, rural, and urban areas. • Laws are rules people in a community must follow. • A good citizen is a member of the community who helps others.	• What is a community? • What are neighbors? • What different kinds of communities are there? • What are laws? • What is a good citizen?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments

- Students will be creating a magazine as a group project that will teach other Second Graders about communities and each student will write a short blurb with an illustrative feature.

Formative Assessments

- Classroom Discussion
- Exit Slips
- Checklists
- Presentations or Projects
- Cooperative Learning
- Groups
- Open Ended Questions
- Vocabulary Quizzes
- Rubrics
- Studies Weekly Quizzes

Summative Assessments

- Participation
- Teacher Observation
- Post-Test
- Daily work
- Chapter tests
- End of unit quizzes

	• End of unit tests Benchmark Assessment • Social Studies Benchmark Assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies Notebook
Vocabulary Distance, island, North America, Pacific Ocean, United States, consequences, endangered, extinct, natural resources, population, public, recycle, experiments, inventor, phonograph, scientist, choice, food banks, scarcity, trade, capital resources, human resources, natural resources, resources	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> • Retell a story concerning a different culture to a small group. • Understand the chronological structure of human impact on New Jersey's environment and the greater United States.	<i>Students will be able to ...</i> • Make connections with various texts • Ask questions to help clarify thinking.

• Understand needs, wants, and differences of various cultures • Compare and Contrast rules and laws.	• Compare and contrast two or more versions of the same story. • Distinguish between internal and external conflicts between communities.
Instructional Plan	
Suggested Activities	Resources
Community Quiz Show The teacher will create a quiz on Quizizz based on the town of West Creek/LBI for the children to answer.	Quizizz
Cultural Chain Students will design a link (strip of construction paper) that will represent their cultural background. The links will then be connected to form a chain to show how our nation is strong and connected thanks to the different cultures that inhabit it.	Construction Paper
Rural, Suburban, and Urban Community Project Class is divided into groups representing each community The students will design a presentation based on their research pertaining to each community.	Chromebooks, Art Supplies, Magazine clippings brought in from home
Literature	
Studies Weekly Newspaper “How Far Away? Comparing Trips” by Jennifer Marrewa “Smart About the Fifty States” by Jon Buller “The 13 Colonies: A New Life in a New World!” by Carole Marsh	

“An Illustrated Timeline of Inventions and Inventors” by Kremena T. Spengler “Families Around the World” by Margreit Ruurs “Pigs Will Be Pigs: Fun with Math and Money” by Amy Axelrod	
Websites	
BrainPOP - Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology,	www.brainpop.com
Using appealing, full-color illustrations, and engaging activities, Congress for Kids will extend your learning in the basics about the American federal government.	www.congressforkids.net
A website pertaining to how different cultures celebrate the Christmas holiday.	https://www.whychristmas.com/customs/
Interactive Website that promotes students to reread/listen to the weekly articles and then play games that focus on the concepts learned that week	www.studiesweekly.com
Suggested Options for Differentiation/Modifications/Accommodations	
English Language Learners • Teacher model/visual models and adjust activity when needed • Summarize as you go • Provide extra time • Use visuals and gestures • Use sentence starters • Highlight key words • Build background knowledge	
Gifted and Talented • Early Finishers Tic Tac Toe Board	

- Higher level questioning
- Reader response Extension

Basic Skills/Economically Disadvantaged/Students at Risk

- Teacher led small group and step by step instruction.
- Visual Models
- Chunk text
- Paragraph frames
- Summarize as you go
- Provide extra time

Special Education/504

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Unit 3 will address the following 21st Century Life and Careers skills:

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Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.

	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3.Attend to personal health and financial well-being.
X	Credit and Debt Management			CRP4. Communicate clearly and effectively and with reason.
X	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
X	Becoming a Critical Consumer		√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.

	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.2.2.A.1	Define products produced as a result of technology or of nature.

Unit 3: Economics/Connecting to Our World/ Geography Studies Weekly Newspapers - 6, 12, 13, 14, 23, 24	Duration: January - February
Unit Summary Our Earth tells about the people, plants, and animals that live on Earth. Maps and globes help us learn about different landforms on Earth. Earth's seasons and its resources affect our lives. By working, people get the things they need and want. Some people are producers, but not all are consumers. More products and services are available through trade. Technology has changed the way people meet their wants and needs.	
NJ Student Learning Standards	

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.B.2 Use 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.

6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations

6.1.4. C.3 Explain why incentives vary between and among producers and consumers.

6.1.4. C.4 Describe how supply and demand influence price and output of products.

6.1.4. C.5 Explain the role of specialization in the production and exchange of goods and services.

6.1.4. C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.4. C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.

6.1.4. C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.4. C.9 Compare and contrast how access to and use of resources affects people across the world differently.

6.1.4. C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

6.1.4. C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.

Interdisciplinary Skills

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life & Career Skills

9.1 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Essential Understandings

Students will understand that...

- A tax is money that people pay to a community to pay the workers for what they do.
- Wants are things that people would like to have but do not need in order to live.
- Goods are things that are made or grown. A service is something that people do for others.
- A producer makes or grows goods to sell and a consumer uses the goods. We are all consumers.
- Trade is when we give something and then get something back. Different countries trade using various routes.
- Technology is an advantage that makes things faster, easier, or better.
- Geography tells about the Earth, people, plants and animals.
- Our country is made up of capitals and states. There are seven continents and 4 oceans.
- Our country is made up of different landforms and bodies of water.

Essential Questions

- What is a tax and what is it used for?
- What are needs and wants?
- What are goods and services?
- What are producers and consumers?
- What is trade?
- What is technology?
- How does geography help me?
- What are important characteristics of our world and country?
- What different landforms make up our country?
- What are the 4 seasons and how do they affect our lives?
- What is a natural resource and how can we protect them?
- How can we protect the Earth?

• A natural resource is something from nature that people can use. • We can protect our Earth by making only small changes and recycling.	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
• Students will create a slideshow in Google slides using visual text features, based on Geography. • Create a cartoon strip describing supply and demand.	Formative Assessments • Classroom Discussion • Exit Slips • Checklists • Presentations or Projects • Portfolios • Groups • Open Ended Questions • Vocabulary Quizzes

- Project Rubrics (Comic Strip/Google Slides)
- Studies Weekly Quizzes

Summative Assessments

- Participation
- Teacher Observation
- Unit Pre-Test
- Unit Post-Test
- Daily Work
- Chapter Tests
- End of Unit Tests

Benchmark Assessment

- Social Studies Benchmark Assessment

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Social Studies Notebook

Vocabulary internet, permission, technology, capital, continent, countries, countries, globe, sphere, coordinates, distance, map key, map symbols, maps legend, climate, community, good judgement, landform, consumers, goods, income, producers, services, taxes, allowance, chores, interest, market	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> • Read a variety of nonfiction reference books to support an understanding of goods and services. • Learn strategies for making connections among geography and our world. • Determine and analyze cause and effect relationships and similarities and differences in economics	<i>Students will be able to ...</i> • Read a variety of nonfiction texts • Utilize comprehension strategies • Develop unfamiliar vocabulary to deepen understanding • Participate in shared research projects about the topic of study
Instructional Plan	
Suggested Activities	Resources
School Store-Students will set up a classroom store. Class will make items to be determined by the teacher and class.	Classroom materials, index cards for price tags

Invite another classroom in to purchase items or sell within.	
Wish List Project- Students will cut out pictures from store flyers and add up how much they will cost.	Magazines, store circulars
How much are you worth? Color and cut out coins. Glue to face and total the amount.	Coin sheet
State Report- Students will write a travel brochure on the assigned state.	https://kids.usa.gov/learn-about-the-states/index.shtml
Literature	
Studies Weekly Newspaper “The Industrial Revolution for Kids: The People and Technology That Changed the World, with 21 Activities” by Cheryl Mullenbach “National Geographic Kids Beginner’s World Atlas” by National Geographic “Follow that Map! A First Book of Mapping Skills” by Scot Ritchie “We Need Directions” by Sarah E. De Capua “Introducing Landforms (Looking at Earth)” by Bobbie Kalman “Do I Need It? Or Do I Want It? Making Budget Choices” by Jennifer S. Larson “A Day at the Market” by Sara Anderson	
Websites	
	https://kids.usa.gov/money/index.shtml
Zing is an online resource for mentor texts.	https://resources.schoolwide.com/login

Interactive Website that promotes students to reread/listen to the weekly articles and then play games that focus on the concepts learned that week	www.studiesweekly.com
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>	
Suggested Options for Differentiation/Modifications/Accommodations	
English Language Learners ● Teacher model/visual models and adjust activity when needed ● Summarize as you go ● Provide extra time ● Use visuals and gestures ● Use sentence starters	
Gifted and Talented ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities	

- Provide whole group enrichment explorations

Basic Skills/Economically Disadvantaged/Students at Risk

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Special Education/504

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.

	Money Management			CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.

	Career Preparation	✓	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
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Unit 4: History, People and Places in History, Heritage Studies Weekly Newspapers - 5, 7, 8, 9, 11, 15, 17	Duration: March - June
Unit Summary Beginning with Native Americans and continuing through the American revolution, the United States slowly grew and changed. New people came to America and continue to do so today. Holidays will be discussed during the appropriate time of the school year.	
NJ Student Learning Standards	
6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.4. D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	

6.1.4. D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

6.1.4. D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4. D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

6.1.4. D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

6.1.4. D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.

6.1.4. A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Interdisciplinary Skills

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Career Skills

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Students will understand that...

- Labor Day is when we show respect for our country's working people.
- Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.
- Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.
- Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln. Memorial Day is when we show respect for the soldiers who died for our country.
- Independence Day is when we celebrate our country's birthday and independence from British rule.
- Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey.
- A tradition is a special way of doing something over and over again.
- An explorer is a person who travels to new places to learn about them.
- A colony is a place ruled by a separate country and is populated by colonists.

Essential Questions

- What is Labor Day?
- What is Thanksgiving?
- Who is Dr. Martin Luther King Jr?
- What is Presidents' Day?
- What is Memorial Day?
- What is Independence Day?
- What is a Native American?
- What key historical people and document led to the development of our nation?
- What is a pioneer?
- What is an immigrant?
- What are traditions?
- What is an explorer?
- What is a colony?
- How did the Native Americans help the Pilgrims?

• An immigrant is a person who leaves one country to go live in another. • A pioneer is a person who travels to a new land they do not know.	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
• Students will create a book about a historical figure with diagrams, drawings and pictures to present to peers, parents, and community • Students will create a diorama of a moment in U.S. history that was impactful to their overall understanding.	Formative Assessments • Classroom Discussion • Exit Slips • Checklists • Presentations or Projects • Cooperative Learning • Groups • Open Ended Questions • Vocabulary Quizzes

	● Rubrics Summative Assessments ● Participation ● Teacher observation ● Unit Pre-Tests ● Unit Post-Test ● Daily Work ● Chapter tests ● End of Unit tests Benchmark Assessment ● Social Studies Benchmark Assessment Alternative Assessments ● Group Work/Class Discussion Rubric ● Teacher Observations ● Questions Starters ● Modified Tests/Quizzes/Classwork ● Social Studies Interactive Notebook
Vocabulary Aztec, calendar, events, future, history, past, present, expedition, guide, journal, chickee, powwows, The Three Sisters, totem pole, coif, compact, Plymouth, survive, worship, disease, germs, immigrant, symbol, citizen, inspire, patriot,	

plantations, president, Underground Railroad, arroz con pollo, celebrate, culture, Diwali, Dong Zhi, Hanukkah, Kwanzaa, Las Posadas	
Knowledge and Skills	
Content	Skills:
<i>Students will know....</i> • People of many different cultures contributed to the history of the United States • Analyze and interpret historical facts • Observe their surrounding carefully, raise questions, and seek answers to questions by researching texts and or conducting first hand investigations	<i>Students will be able to ...</i> • Participate in research projects about the topic of study • Communicate enduring content understanding orally and in writing • Use comprehension strategies before, during and after reading to monitor and deepen comprehension • Determine important details in texts to summarize and notate key ideas and concepts
Instructional Plan	
Suggested Activities	Resources
History scavenger hunt -Students will search for historical items that are displayed in various locations.	https://www.superteacherworksheets.com/

American Symbols project- Students will cut out or draw famous American symbols. Write a short description about what they represent. Display them on a poster.	http://www.teachertube.com/video/american-symbols-photo-story-35839
Students will set a historical figure that they learned about and complete a short performance about that person. Students can choose to use a reader's theater script to act out a scene, or they can complete a presentation about the person about their life.	https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readers-theater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Literature	
Studies Weekly Newspaper "Child-Centered Math: Calendar Math - 35 Hands-On Activities" by Mary J. Kurth "Mayas, Incas, and Aztecs: World Cultures Through Time" by Wendy Conklin "Lewis and Clark: A Prairie Dog for President" by Shirley Raye Redmond "Sacagawea: Journey into the West" by Jessica Gunderson "North American Indians" by Douglas Gorsline "Sarah Morton's Day: A Day in the Life of a Pilgrim Girl" by Kate Walters "When Christmas Feels Like Home" by Gretchen Griffith "Escape the North! The Story of Harriet Tubman" by Monica Kulling "Celebrate! Connections Among Cultures" by Jan Reynolds	
Websites	
Multicultural Kid Blogs is a supportive community which brings together parents, educators, bloggers, writers and artists from across the world.	http://multiculturalkidblogs.com/heritage-months/womens-history-month-series/

Independent, not-for-profit educational organization that provides leadership in the development of living communities.	http://www.planning.org/kidsandcommunity/
Social Studies for Kids is a site with articles, subjects, and tons of links for all subjects of social studies,	www.socialstudiesforkids.com
BrainPOP - Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology,	www.brainpop.com
Interactive Website that promotes students to reread/listen to the weekly articles and then play games that focus on the concepts learned that week	www.studiesweekly.com
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>	
Suggested Options for Differentiation/Modifications/Accommodations	
English Language Learners	

- Teacher model/visual models and adjust activity when needed
- Chunk text
- Wait time
- Preview lesson
- Provide extra time
- Pre teach vocabulary
- Use visuals and gestures
- Highlight key words

Gifted and Talented

- Students can create a project extension of their choosing
- Higher level questioning
- Students design questions
- Reader Response Extension

Basic Skills/Economically Disadvantaged/Students at Risk

- Teacher led small group and step by step instruction.
- Visual Models
- Preview lesson
- Provide extra time
- Pre Teach vocabulary
- Use visuals and gestures
- Highlight key words

Special Education/504

- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Build background knowledge
- Allow answers to be given orally or dictated

