

SOCIAL STUDIES GRADE 2

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Revised by: Social Studies Department

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Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Preface

The second grade Social Studies curriculum employs a thematic approach to historical inquiry in multiple units. Students employ historical thinking skills in their investigations of government, communities in the past, and ways of living, and money and me. Students also address and map skills in two units of study. Emphasis is placed on anchor skills including close reading of text, citing specific evidence, summarizing key ideas and details, and analyzing how and why individuals, events, and ideas develop within the course of a given text.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration

In their historical inquiry, students are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.
English Language Arts Standards

Unit 1: How Our Government Works

Number of Days: 16 1st Marking Period

Why Is This Unit Important? (Big Idea)

This unit provides an introduction on how government works at a local, state and national level. Students will begin to understand the role that government plays in our everyday life.

Enduring Understandings:

- Government provides laws/rules to help keep us safe. Laws/rules are different for national, state, local, communities and groups.
- Students will understand how people live in large, medium and small communities.
- Students will understand that communities change over time. · Students will understand how we can be good citizens in our neighborhoods, towns, state and country.
- Students will understand why and how we vote.

Essential Questions:

- What role does government play in our lives?
- How is life different in large, medium and small communities? · Why do communities change over time?
- How are rural, urban and suburban communities similar and different? · What makes a good citizen?

Acquired Knowledge:

- A community is a place where people live and work.
- Communities have laws and people that can keep us safe.
- We have local, state and national leaders that we vote to elect.

Acquired Skills:

- Define a community.
- Describe how a community can change over time.
- Compare and contrast different types of communities (rural, urban and suburban).

Assessments:

Formative Assessments:

- Using three-dimensional objects, build a town which exhibits what a rural, urban or suburban area looks like. Students will be able to compare and contrast similarities/differences between rural, urban and suburban areas.
- List leaders and other community members who are important.

Summative Assessment:

- Make a poster to show the three different areas (urban, rural, suburban). · List rules and laws of school, community, state and nation.

Benchmark Assessment:

- Performance Assessment – GRASPS (on voting)
- Goal: To write a speech that will be given by your candidate during Ewing Community Days.
- Role: Students will be speech writers for a political candidate’s campaign.
- Audience: Fellow students will be Ewing community members listening to a speech from a political candidate.
- Situation: A political candidate has hired you to be a speech writer for a speech that he/she will be giving. They will tell you
 - what should be included in the speech and you, along
 - with your speech writing team, will write it for him/her.
- Product: The final speech will be given to the candidate to give at Ewing Community days.
- Alternative Assessment:
- Modified GRASP

Interdisciplinary Connections:

- Art- create posters of school rules and display in hallways
- Visual Linguistic- use a character from a story and write a short paragraph explaining why or why not the character would make a good leader

Accommodations and Modifications:

- Use visuals such as flash cards to review vocabulary
- Use visuals depicting rural, suburban and urban areas
- Shorten text or modify text
- Use pointer, ruler, etc. to keep the student on task (vocabulary words) · Underline vocabulary terms

Extensions:

- Participate in a community (neighborhood) project
- Research a well-known personality studied in this unit

2020 NJCS:

- | | |
|--------------------|------------------|
| • 6.1.2.CivicsPI.1 | 6.1.2.CivicsPI.2 |
| • 6.1.2.CivicsPI.3 | 6.1.2.CivicsPI.4 |
| • 6.1.2.CivicsPI.5 | 6.1.2.CivicsPI.6 |
| • 6.1.2.CivicsPD.1 | 6.1.2.CivicsPD.2 |
| • 6.1.2.CivicsDP.1 | 6.1.2.CivicsDP.2 |
| • 6.1.2.CivicsDP.3 | 6.1.2.CivicsCM.1 |
| • 6.1.2.CivicsCM.2 | 6.1.2.CivicsCM.3 |

Instructional Resources:

Core:

- [NJCSS Resources](#)
- [Ben's Guide to Government](#)

Supplemental:

- <http://www.eduplace.com/ss/index.jsp>
- The Village Garage, G. Brian Karas – Picture book about a young boy and his dog that follow around a work crew (New)
- Houghton Mifflin, Social Studies, 2005 (pp. 136-141, 28, 36, 38-39, 44- 49, 52-59)
- <http://www.inspirededucators.com/Elementary.html>
- http://www.newberry.org/k12maps/module_16/3-5.html (City Mouse and Country Mouse – Book and lesson)
- <http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Janjustice.pdf>

Technology Integration:

- Research issues and views of political candidates using the internet

Unit 2: Map Skills

Number of Days: 5

Why Is This Unit Important? (Big Idea)

This unit will introduce the use of maps and a globe. It will include: the use of a compass rose, map key and grid map.

Enduring Understandings:

- A map is a depiction of a specific area
- Maps are used for multiple purposes
- A globe is a 3-D model of the Earth

Essential Questions:

- Why are maps important?
- How can a compass rose help to interpret a map?

Acquired Skills:

- Review maps, globes, symbols and directions
- Use a compass rose/intermediate directions to find a location · Use a grid/map to locate a specific location

Acquired Knowledge:

- A legend or key on a map tells the meaning of colors and symbols used on the map.
- A compass rose identifies directions to travel.
- A map grid is used to identify the location of a place on a map.

Assessments:

Formative Assessments:

- Reading a map
- Labeling a compass rose
- Compare globe

Summative Assessments

- Use a grid map to identify a location
- Use a compass rose to identify a direction to travel
- Use a map key and symbols to identify features on a map

Benchmark Assessment:

- Create a map of the school

Alternative Assessment:

- Modified Map project

Interdisciplinary Connections:

- Math-Scavenger Hunt using north, south, east and west in connection with number of steps to locate hidden items.

Accommodations and Modifications:

- Label parts of area with directional words
- Use songs, actions, and mnemonic devices to practice directions

Extensions:

- Students create their own local map including a map key
- Students can use smaller grid squares and create more detailed grid maps

2020 NJCS:

- | | |
|---------------------|-------------------|
| • 6.1.2.GeoPP.1 | 6.1.2.Geo.SV.1 |
| • 6.1.2.Geo.SV.2 | 6.1.2.Geo.SV.3 |
| • 6.1.2.Geo.SV.4 | 6.1.2.Geo.HE.1 |
| • 6.1.2.Geo.HE.2 | 6.1.2.Geo.HE.3 |
| • 6.1.2.Geo.HE.4 | 6.1.2.Geo.GI.1 |
| • 6.1.2.Geo.GI.2 | 6.3.2.Civics.PD.1 |
| • 6.3.2.Civics.GI.1 | 6.3.2.Civics.GI.2 |

Instructional Resources:

Core:

- [NJCSS Resources](#)

Supplemental:

- [Google Earth: A virtual Globe for Elementary Geography \(Lesson Plan\)](#) · <http://www.eduplace.com/ss/index.jsp>
- http://www.yourchildlearns.com/us_map.htm
- Houghton Mifflin, Social Studies, 2005 (pgs 32-43 People and Places) · <http://bensguide.gpo.gov/k-2/index.html>
- *On the Map* by Joan Sweeney (Dragonfly Books)
- *The Armadillo from Amarillo* by Lynne Cherry
- *My Map Book* by Sara Finelly
- *Where Do I Live?* by Neil Chesnow
- *Mapping Penny's World* by Loreen Leedy

Technology Integration:

- <https://www.google.com/earth/>
- https://www.census.gov/schools/facts/new_jersey.html
- <http://mapmaker.nationalgeographic.org/?ls=000000000000>

Unit 3: Communities in the Past

Number of Days: 16

Why Is This Unit Important? (Big Idea)

In this unit, students will explore communities that existed in the past in order to understand how communities were different in the past than they are today. The communities studied will consist of Native American, English Colonies and Early American towns.

Enduring Understandings:

- The American Indians were the first inhabitants of North America · People traveled long distances to come to the United States

Essential Questions:

- Why do people move from one location to another?
- How are needs and wants of people the same and different overtime? · What can we learn from the past?
- How have communities changed and how may they change in the future?

Acquired Knowledge:

- Describe the life style of a Native American community
- Explain how the settlers met the need for food and how that is different than it is today
- Understand that the first people in North America were Native Americans ·
- The Mayflower Compact is an important historical document

Acquired Skills:

- Define colony and settler
- Past, present and future; long ago
- Show where the settlers came from, locations of Native American settlements/ settlers, and early American towns on a map
- Understand difference between fact and fiction
- Explain the unique cultural characteristics of the original Native Americans (types of shelter, food, clothing, traditions, celebrations)

Assessments:

Formative Assessments:

- Compare child's current life to past clothing, food, homes, games, schooling and chores
- Who Has? Game - Use key vocabulary terms and definitions to play this matching game (*See Teacher Resources below for game instructions)

Summative Assessments:

- Write a description comparing colonial life to present life

Benchmark Assessment:

- Write a story pretending you are either a Native American or Pilgrim and describe your day

Alternative Assessment:

- Virtual fieldtrip – Plymouth Plantation

Interdisciplinary Connections:

- Myths, fables, folk tales (Pocahontas and various books listed under *teacher resources* – Language Arts)
- Fact and fiction – Use vocabulary words and Big Ideas from the unit. Students take a turn writing two sentences. One sentence being a fact and the other turning the fact into a fictional sentence. (Language Arts) · Science- create a mini Mayflower
- <http://www2.scholastic.com/browse/lessonplan.jsp?id=101>
- Art – Pilgrims Going to Church <http://gardenofpraise.com/art.htm> (see lesson idea under *technology integration*)

Accommodations and Modifications:

- ELL-Create a sequence of events depicting the crossing of Mayflower (page 235)
- Use visuals, such as flash cards, to review vocabulary
- Use visuals depicting rural, suburban and urban areas
- Shorten text
- Use pointer, ruler, etc. to keep the student on task (vocabulary words) · Underline vocabulary terms

Extensions:

- Create and write a personal myth or fable
- Readers theatre- “The Mayflower Crossing” (pages 234-237)
- Create a sequence of events depicting the crossing of Mayflower (page 235)

2020 NJCS:

- | | |
|---------------------|-------------------|
| • 6.1.2.CivicsPI.1 | 6.1.2.CivicsPI.2 |
| • 6.1.2.CivicsPI.4 | 6.1.2.CivicsPI.5 |
| • 6.1.2.HistoryCC.1 | 6.1.2.HistoryUP.1 |
| • 6.1.2.HistoryUP.2 | 6.1.2.HistorySE.1 |
| • 6.1.2.HistorySE.3 | 6.1.2.HistoryCA.1 |

Instructional Resources:

Core:

- Pocahontas: Comparing the Disney Image with Historical Evidence *Social Studies and the Young Learner 18 (4) pp.19-23. 2006*
- Squanto by Arlene B. Hirschfelder Capstone Press. 2004
- http://www.scholastic.com/scholastic_thanksgiving/resources/ Supplemental:
- <http://www.eduplace.com/ss/index.jsp>
- Edsitement
- Houghton Mifflin, Social Studies, 2005 (pp. 212 -219, 228-233, 240-241) ·
<http://www.allabouthistory.org/mayflower-compact.htm> - Mayflower Compact
- <http://www.plimoth.org/learn>
- <https://www.gilderlehrman.org>
- Waters, Kate, *Samuel Eaton's Day - A Day in the Life of a Pilgrim Boy* · Waters, Kate, *Sarah Morton's Day - A Day in the Life of a Pilgrim Girl* · Waters, Kate, *Tapenum's Day - A Wampanoag Indian Boy in Pilgrim Times*
- Bulla, Robert Clyde, *Squanto, Friend of the Pilgrims* (Level O book, 112 pages for read aloud during unit)
- Thanksgiving on Thursday, Magic Tree House Book # 27 (Kids travel to the Plymouth Colony to discover the magic of community and attend the first Harvest Festival with Pilgrims and Native Americans)

Technology Integration:

- Scholastic Webcast of Plymouth Plantation Virtual Field Trip –
http://www.scholastic.com/scholastic_thanksgiving/webcast.htm ·
www.gardenofpraise.com – Pilgrims Going to Church – Look at painting by George Henry Boughton (1833-1905) on an overhead. Discuss how their dress differs from our dress today. Use “magic paper” to highlight/enlarge images on overhead. Magic paper is an overhead film with paper behind it. Hold it in front of the projected image to highlight and pull towards audience to enlarge.
- Students will create a PowerPoint on what communities in the past looked like (culture, religion, government).

Unit 4: Map Skills (Part II)
Number of days: 10 Begins 3rd Marking Period

Why Is This Unit Important? (Big Idea)

This unit will introduce the Five Themes of Geography (Location, Place, Human Environment Interaction, Movement and Regions). These themes will be reinforced throughout this course of study. Parts of a globe such as hemisphere, equator and poles will be reinforced along with landforms found in the United States and around the world.

Enduring Understandings:

- Weather, seasons and climate are different in the United States and throughout the world
- There are different land regions within the United States and around the world
- Land regions determine what natural resources are available · Resources are transported from one place to another

Essential Questions:

- How do physical features of the land affect people and their use of the land?
- How do a region's climate, seasons and natural resources affect the way that people live and work?

Acquired Skills (Review):

- Review maps, globes, symbols and directions
- Use a compass rose/intermediate directions to find a location · Use a grid/map to locate a specific location
- Describe the climate of a place

Acquired Knowledge:

- Demonstrate knowledge of the five themes of geography
- Identify the continents, oceans and landforms
- Explain the relationships between continent, countries/nations and states · Students will identify different regions in the United States
- Half of the Earth is called a hemisphere, separated by the equator · A legend or key on a map tells the meaning of colors and symbols used on the map
- Directions on a map are determined by the poles; the poles are the farthest points on the map both north and south

Assessments:

Formative Assessment:

- On a map, identify continents, oceans, and landforms.

Summative Assessment:

- Use a grid map to identify a location.
- Use a compass rose to identify a direction to travel.
- Use a map key and symbols to identify features on a map.

Benchmark Assessment:

- Performance Task: GRASPS:
- Goal: Students will demonstrate knowledge of map skills Role: As cartographers, you will create maps of a new world recently discovered in space
- Audience: Team of explorers that will be using the maps to explore the new world
- Situation: NASA has employed your team of cartographers to create maps of the new world found by astronauts during a recent space mission
- Product: A map that will include 2-3 large bodies of land (continents), 2-3 large bodies of water (oceans), a legend to show landforms and a compass rose
- Alternative Assessment:
- Modified GRASPS

Interdisciplinary Connections:

- Address an envelope and write a letter
- Create an island using play dough to show landforms (Art)

Accommodations and Modifications:

- Use visuals, such as flash cards, to review vocabulary
- Use visuals depicting rural, suburban and urban areas
- Shorten text
- Use pointer, ruler, etc. to keep the student on task (vocabulary words) · Underline vocabulary terms
- Visit website www.uen.org (Utah Education Network) to practice simple grid games

Extensions:

- Students create their own map including a map key and landforms described in the text
- Visit website www.uen.org (Utah Education Network) for advanced grid games
- World Game Clue Cards

2020 NJCS:

- 6.1.2.Geo.PP.1
 - 6.1.2.Geo.SV.2
 - 6.1.2.Geo.SV.4
 - 6.1.2.Geo.HE.2
 - 6.1.2.Geo.HE.4
 - 6.1.2.Geo.GI.2
 - 6.3.2.Civics.GI.1
- 6.1.2.Geo.SV.1
 - 6.1.2.Geo.SV.3
 - 6.1.2.Geo.HE.1
 - 6.1.2.Geo.HE.3
 - 6.1.2.Geo.GI.1
 - 6.3.2.Civics.PD.1
 - 6.3.2.Civics.GI.2

Instructional Resources:

Core:

- NJSLS Resources
- <http://www.eduplace.com/ss/index.jsp>
- Supplemental:
- Houghton Mifflin, Social Studies, 2005 (pgs 66-108- Places Near and Far) · Google Earth

Technology Integration:

- Google Earth: A Virtual Globe for Elementary Geography (lesson Plan) · http://www.google.com/educators/p_earth.html
- <http://gelessons.com/>
- <http://www.googlelittrips.com/>

Unit 5: Ways of Living

Number of Days: 15

Why Is This Unit Important? (Big Idea)

This unit provides an introduction to the different cultures that make up our community, state and nation.

Enduring Understandings:

- We have symbols that represent ideas that are important to us locally and nationally
- Memorials and monuments help us to remember important events and people
- The immigrants that came to America were made up of a diverse group of people with different cultures, traditions and customs

Essential Questions:

- How did immigrants from different countries influence our culture in America?
- Why do we have memorials?
- How do symbols help us remember our ancestors, customs and traditions?

Acquired Skills:

- Compare different cultures, customs and traditions
- Define a monument and memorial (Mt. Rushmore, Washington Monument, Lincoln Memorial, Liberty Bell, Statue of Liberty, etc.)
- Identify important symbols and holidays of America (flag, eagle, White House, seals-state and presidential, Uncle Sam, etc.)

Acquired Knowledge:

- Immigrants are people who move from one country to another · Customs are something that people usually do at a certain time · Culture is the way of life of a group of people
- Ancestor is someone in your family who lived before you were born · Folk tales are stories that ancestors passed down from generation to generation

Assessments:

Formative Assessment:

- Create a family timeline showing your families' heritage
- Share a family tradition with the class

Summative Assessment:

- Create a postcard depicting a landmark, memorial or monument; include important facts
- Create a "newscast" reporting on the historical significance of the monument or landmark chosen

Benchmark Assessment:

- Create a diary or journal entry that combines information from family timeline and traditions

Alternative Assessment:

- Create a classroom tradition

Interdisciplinary Connections:

- Art-Make a quilt square depicting the student and four family customs/traditions
- Science-Trace migratory routes of some animals on the world map (Pg 118) (making connections)
- Music-Find a country on the world map and listen to traditional music from it

Accommodations and Modifications:

- Create vocabulary cards for terms in this unit
- Bring in pictures of grandparents to depict ancestors

Extensions:

- Conduct an interview of a relative about family history
- Research an aspect of immigration
- <http://teacher.scholastic.com/researchtools/researchstarters/immigration/index.htm> (research topic ideas)

2020 NJCS:

- | | |
|---------------------|-------------------|
| • 6.1.2.CivicsPD.1 | 6.1.2.CivicsDP.3 |
| • 6.1.2.CivicsPR.4 | 6.1.2.CivicsCM.3 |
| • 6.1.2.GeoHE.1 | 6.1.2.HistoryCC.3 |
| • 6.1.2.HistoryUP.2 | 6.1.2.HistoryUP.3 |
| • 6.1.2.HistorySE.1 | 6.1.2.HistorySE.3 |

Instructional Resources:

Core:

- [NJCSS Resources](#)

Supplemental:

- <http://www.eduplace.com/ss/index.jsp> connects directly with the textbook, supports vocabulary development and has games for practicing concepts
- Houghton Mifflin, Social Studies, 2005 (Unit 3- Ways of Living, pgs. 112- 155)
- <http://www.inspirededucators.com/Elementary.html>
- <http://bensguide.gpo.gov/k-2/index.html>
- See *Symbols of Democracy* lesson in Google Folder

Technology Integration:

- www.learner.org/jnorth - animal migration
- http://docsteach.org/activities/66/detail?mode=browse&menu=closed&limit_to%5B%5D=nara&sortBy=title National Achieves activity on National Monuments

Unit 6: Money and Me

Number of Days: 15

Why Is This Unit Important? (Big Idea)

This unit provides an introduction to the economic concepts of earning, saving and spending money.

Enduring Understandings:

- Understand different ways to earn money
- Understand how and why to save money in a bank
- Understand how items are produced, priced and sold

Essential Questions:

- What are ways people earn money?
- How does a bank help people with their money?
- What is the difference between wants vs. needs?
- Where do various products come from?

Acquired Skills:

- Use and save money to purchase items

Acquired Knowledge:

- Money is used all around the world
- Banks are a safe place where people put money or take it out · Price is the amount of money to purchase something
- People do different jobs to earn money, make an income
- How a product gets from field to market
- There is a difference between wants and needs

Assessments:

Formative Assessment:

- List wants and needs
- Create a list of possible classroom jobs to earn “class money” to spend at culmination of unit classroom store
- Activity 10 – Piggy Bank Primer

Summative Assessment:

- Participate in class store using “class money” and class-created product

Benchmark Assessment:

- Create wants and needs bulletin board for the classroom

Alternative Assessment:

- Counting money exercise

Interdisciplinary Connections:

- Art/Language Arts/Math - make banks with coffee cans, connect with savings (compare saving for big items vs. saving for small items), write about their goals for saving

Accommodations and Modifications:

- Discuss concepts with teacher in place of writing
- Use picture sorts to assist in understanding wants vs. needs

Extensions:

- Identify money from other countries
- Design a new paper form of money
- Explore concepts on website: <http://www.frbsf.org/education/fedville/>,
www.clevelandfed.org/Learning_Center/online_activities/index.cfm

Instructional Resources:

Core:

- [NJSLS Resources](#)

Supplemental:

- <http://www.eduplace.com/ss/index.jsp>
- Houghton Mifflin, Social Studies, 2005 (Unit 4- People at work pgs. 156- 204)
- <http://www.inspirededucators.com/Elementary.html> - not all activities pertain to 2nd grade curriculum, see 3rd grade guide
- Hershey's Kisses Chocolates Presents the Adventures of Cody Cocoa Bean (Lift-the-Flap) [Board book] Editor, Hershey Foods (supports farm to field concept)
- [Piggy Bank Primer](#) - Saving and Budgeting: A Workbook Series from the Federal Reserve Bank of St. Louis,
- Bunny Money, Rosemary Wells, ISBN: 978-0-14-056750-2 © 2011 Federal Reserve Banks of St. Louis, Philadelphia and Kansas City,
http://www.stlouisfed.org/education_resources/assets/lesson_plans/BunnyMoneyLessonPlan.pdf (earning, saving, spending, banks, goods)

2020 NJCS:

- 6.1.2.EconET.1
- 6.1.2.EconET.3
- 6.1.2.EconET.5
- 6.1.2.EconEM.2
- 6.1.2.EconNE.1

6.1.2.EconET.2
6.1.2.EconET.4
6.1.2.EconEM.1
6.1.2.EconEM.3
6.1.2.EconNE.2

Sample Standards Integration:

21st Century Skills & Career Readiness Practices

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being. 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.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways.

9.1.4.B.1 Differentiate between financial wants and needs. 9.1.4.B.2 Identify age-appropriate financial goals.

For example: In Unit 6, students differentiate between wants and needs. Students investigate economics choices and ways in which people make money.

Technology Integration

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

In multiple units students navigate interactive games which investigate government structure or economic choices.

Interdisciplinary Connection

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: In Unit 1, students investigate government structure and function. Students integrate and evaluate content from multiple sources in preparing for the performance task.

2nd Grade Math Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length. For Example: In Unit 4, students create a map with a key for their NASA project. Students include different shapes and features which reinforces the concept of standard units of measure.

Holocaust Mandate

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: In Unit 3, students investigate how people and communities change over time. In addressing the essential question, “what can we learn from the past?”, students have the opportunity to debunk bias and prejudice. Students also participate in the school’s positive behavior program which addresses instances of bullying.

Amistad Mandate

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example: In Unit 5, students investigate different ways of living. They consider cultural aspects, folktales, and traditions. This provides opportunities to highlight contributions of African American men and women in our society.

Economic Skills	2nd Grad e	3rd Grad e	4th Grad e	5th Grade
Understand the difference between wants and needs	I	R	R	M
Explain how scarcity and choice influence decisions made by individuals, communities and nations	-	-	I	R
Understand the role of producers and consumers	-	I	R	M
Understand how supply and demand influences price and output of product	-	I	R	M
Role and relationship among households, business, laborers and governments within an economic system	-	-	-	I
Production, distribution and consumption of goods	-	I	R	M
Role of money, savings, debt and investment in individuals' lives	I	R	R	M
The importance of setting long-term goals when making financial decisions within a community/nation	-	I	R	M
Compare and contrast how access to and the use of resources affects people across the world differently	-	I	R	R
Illustrate how production, distribution and consumption of goods and services affect global markets	-	-	I	R
Understand importance of saving	I	R	M	-
Understand how someone earns an income	I	R	M	-
The importance of setting long-term goals when making financial decisions within a family (Earn, Spend, Save)	I	R	R	M
Apply opportunity cost to determine why we make decisions on purchases	I	R	R	M

I = Introduce

R = Review

M = Master

Map and Globe Skills	K	1st	2nd	3rd	4th	5th
A map is a drawing or other representative of all or part of the earth.	I	I	R	R	M	M
On maps and globes, symbols are used to stand for real things.	-	-	I	I/R	M	M
The earth is a huge sphere. We live on it. It is our home.	I	R	M	M	M	M
A globe is a small model of the earth and is the most accurate representation of the earth.	I	R	M	M	M	M
Half of the earth is called a hemisphere.	-	-	I	R	R	M
The earth is divided into hemispheres: the Eastern, Western, Northern and Southern.	-	-	-	I	R	M
The equator separates the Northern and Southern Hemispheres.	-	-	I	R	M	M
The Prime Meridian separates the Eastern and Western Hemispheres. That imaginary line runs through Greenwich, England which is a suburb of London.	-	-	-	-	I	R/M
Any part of a globe can be shown on a map.	-	I	R	M	M	M
Large bodies of land are called continents.	I	I	I/R	R	M	M
Large bodies of water are called oceans.	I	I	R	R	M	M
A legend or key on a map tells the meaning of colors and symbols used on the map.	-	-	I	R	M	M
Directions on a map are determined by the poles: to go north means to go in the direction of the north pole; to go south means to go in the direction of the south pole.	-	I	I	R	M	M
North may be shown any place on a map; north is not always the top of a map.	-	-	-	-	I	R
The North Pole is the farthest point north on a map and the South Pole is the farthest point south on a map.	-	I	I	R	M	M

The scale on a map or globe makes it possible to determine distances between places.	-	-	-	-	I	R
Maps are drawn to different scales; scale ensures that all objects are made smaller in the same amount.	-	-	-	-	I	R
Maps and globes use legends or keys to tell the meaning of the symbols used on the map.	-	-	I	R	M	M
The cardinal direction of north, south, east and west; intermediate directions are northeast, northwest, southeast and southwest.	-	-	I	R	M	M
All places on Earth can be located on maps and globes. Different maps provide different information about Earth.	-	-	-	-	I	R
Longitude is used to determine the time of day at places around the world. The earth is divided into 24 time zones.	-	-	-	-	I	R
Night and day are the result of the rotation of the earth.	-	-	-	I	R	R
The Arctic and Antarctic Circles are imaginary lines that define the polar regions.	-	-	-	-	I	R
The latitude and longitude of any place determine its exact location on a globe or map.	-	-	-	-	I	R
All flat maps contain some distortion because they represent a round object on a flat surface. This is a map's projection.	-	-	-	-	I	R
Different map projections provide different perspectives on the sizes and shapes of areas shown (Mercator, Fuller, Sinusoidal Equal Area, etc.)	-	-	-	-	I	R
A landform is a shape or feature of the earth's surface.	-	-	I	R	R	M

I – Introduced, R – Review, M – Master

Note: Map Skills will be infused into the curriculum beginning with Grade 3 and not taught as standalone units.