

Crest Memorial School Curriculum and Pacing Guide	
Grade: Second	Subject Area: Social Studies
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements

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

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

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

Integration of Technology

- 9.4.2.TL.5: Describe the difference between real and virtual experiences.
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
- 9.4.2.TL.2: Create a document using a word processing application. (writing)
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. (phonics)
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.) (writing)

21st Century Skills

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. (social studies, writing)
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). (reading)

Career Education

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits.
9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. There are benefits and drawbacks to being an entrepreneur.
9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
9.1.2.CAP.4: List the potential rewards and risks to starting a business.

Interdisciplinary Connection

2.M.C.8- Identify coins and presidents on the coins.

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in science journal with dictation support
- create a word map

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems

	<ul style="list-style-type: none"> ● allow for use of pictures in social studies journal with dictation support ● create a word map
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks ● Teacher Observation ● Questions and Answers
Summative	<ul style="list-style-type: none"> ● Oral place presentation ● End of unit test
Benchmark	<ul style="list-style-type: none"> ● Baseline place labeling geography assessment
Alternative	<ul style="list-style-type: none"> ● Performance Tasks ● Projects

	• Class Activities
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Pacing Guide	
Unit 1: Map Skills	10 days
Unit 2: Families/Communities	7 days
Unit 3: Economics	7 days
Unit 4: State (New Jersey) & Flags	9 days
Unit 5: Government	6 days
Unit 6: US History	5 days

Unit 1 Learning Goals

Map Skills

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Teacher Created Lessons 	<ul style="list-style-type: none"> • TeacherPayTeacher Activities • Brainpopjr.com • Maps/Google Maps • IXL • YouTube videos (HomeschoolPop, Learn Bright)

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Identifying parts of a map. 	6.1.2.Geo.SV.2 6.1.2.Geo.SV.3	<ul style="list-style-type: none"> • Introduce maps and parts of a map including title, map key, map scale, and compass rose • Watch “Reading Maps” on brainpopjr.com • List places where we may use a map
<ul style="list-style-type: none"> • Day 2: Use a map key 	6.1.2.Geo.SV.3 6.1.2.Geo.SV.4	<ul style="list-style-type: none"> • Students will fill in a blank map key for a map of the classroom • Map key worksheet • IXL- Use a Map Key
<ul style="list-style-type: none"> • Day 3: Create a compass rose 	6.1.2.Geo.SV.3	<ul style="list-style-type: none"> • Watch “Cardinal Directions” for kids (Learn Bright) on YouTube or “https://youtu.be/GOAOomb9ieA?si=dUPmSbbjCKLS7T45 • Make a compass rose and decorate. • IXL- Introduction to Cardinal Directions
<ul style="list-style-type: none"> • Days 4-5: Make a map of their bedroom 	6.1.2.Geo.SV.2 6.1.2.Geo.SV.3 6.1.2.Geo.SV.4	<ul style="list-style-type: none"> • Brainstorm things in their bedrooms. Pick 5 objects (bed, dresser, TV, etc.) and pick 5 patterned/colored paper to make a map key. • Use the map key to make a map of their bedroom using corresponding pattern/color. Add title and a compass rose.

<ul style="list-style-type: none"> ●Days 6-7: Identify and locate the 7 continents 	6.1.2.Geo.SV.1	<ul style="list-style-type: none"> ●Watch “Continents of the World” video (HomeschoolPop) on YouTube ●Sing “The Continent Song” by Dr. Jean Feldman ● Students will color 7 continents and cut and glue on a blue construction paper circle. ● IXL-
<ul style="list-style-type: none"> ●Day 8: Identify the 5 oceans 	6.1.2.Geo.SV.1	<ul style="list-style-type: none"> ● Watch “Oceans of the World” (Homeschoolpop) video ●Sing “The Oceans Song” by Dr. Jean Feldman ●Add the ocean names to their continents map.
<ul style="list-style-type: none"> ●Day 9: Explore different types of maps 	6.1.2.Geo.SV.1 6.1.2.Geo.SV.3 6.1.2Geo.GI.2 (culture and physical characteristics of regions ?)	<ul style="list-style-type: none"> ● Map packet with a partner
<ul style="list-style-type: none"> ●Day 10: Assess students’ understanding of maps 	6.1.2.Geo.SV.1 6.1.2.Geo.SV.3	<ul style="list-style-type: none"> ● Map Assessment

Inclusive concepts

- Students will explore a map of the world and discuss how different places around the world have different cultures (music, clothing, food, etc.) which will be discussed further in the next unit.

Unit 2 Learning Goals

Families/Communities

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Teacher Created Lessons (TPT) 	<ul style="list-style-type: none"> • TeacherPayTeacher Activities • Brainpopjr.com • Maps/Google Maps • IXL • YouTube videos (HomeschoolPop, Learn Bright)

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Understanding that all families are different and we work together in communities 	6.1.2.HistoryUP.2 6.1.2.History.UP.3	<ul style="list-style-type: none"> • Introduce vocabulary (history, family)
<ul style="list-style-type: none"> • Day 2: Understanding that different cultures have different traditions 	6.1.2.HistoryUP.2 6.1.2.History.UP.3	<ul style="list-style-type: none"> • Introduce vocabulary (tradition) • Watch “Understanding Traditions and Cultures for Kids” video (GrowingVirtually) on YouTube • Read about/listen to different traditions in families • Students will write about a family tradition.
<ul style="list-style-type: none"> • Day 3: Understand how a family tree shows a person’s relatives and ancestors. 	6.1.2.HistoryUP.2 6.1.2.History.UP.3	<ul style="list-style-type: none"> • Introduce vocabulary (relatives, ancestors) • Show examples of a family tree • Students choose to make a family tree or family collage to show their families.(Project completed at home)
<ul style="list-style-type: none"> • Days 4-5: Identify 3 Types of Communities 	6.1.2.GeoPP.1 6.1.2.HistoryCA.1	<ul style="list-style-type: none"> • Introduce vocabulary (rural, urban, suburban) • Watch “Rural, Urban & Suburban” on Brainpopjr.com

		<ul style="list-style-type: none"> ● Write down characteristics of each type of community on a chart. Draw a picture of each type of community. ● Watch "Your Community: Types of Community" video (KidsAcademy) ● Community Sort- students sort characteristics of each type of community ● IXL- Identify urban, suburban and rural communities
Day 6: Identify types of transportation	6.1.2.HistoryCC.1	<ul style="list-style-type: none"> ● Brainstorm a list of types of transportation ● Watch: Modes of Transport: Transportation Facts for Kids" video on YouTube (Hey!GuessWhat) ● Sort transportation by land, air, water
Day 7: Identify community helpers	6.1.2.CivicCM.2	<ul style="list-style-type: none"> ● Make a list of community helpers ● Watch "Community Helpers" on brainpopjr.com ● Students will pick a community helper they would like to be and write about it ● IXL- https://www.ixl.com/social-studies/grade-2/jobs-in-the-community?

Inclusive concepts



- Students will share their family traditions and learn about traditions from different cultures.
- Students will learn that families are similar and different in many ways.

Unit 3- Learning Goals

Economics

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● TeachersPayTeachers- (Elementary Nest/Jessica Tobin) ● Teacher Created Lessons 	<ul style="list-style-type: none"> ● TeacherPayTeacher Activities ● Brainpopjr.com ● Maps/Google Maps ● IXL ● YouTube videos (HomeschoolPop, Learn Bright)

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Identify and describe “Wants and Needs”	6.1.2.EconET.1	<ul style="list-style-type: none"> ● Define “needs” and “wants” and discuss the difference ● Watch “Needs and Wants” on brainpopjr.com ● Sort pictures as needs, wants, or both.
Day 2: Identify “Goods and Services” and their difference	6.1.2.EconEM.1 6.1.2.EconEM.2 6.1.2.EconEM.3 6.1.2.Geo.GI.1	<ul style="list-style-type: none"> ● Define “goods” and “services” and discuss the difference. ● Watch “Goods and Services” on brainpopjr.com ● Sort pictures as goods or services. ● IXL-https://www.ixl.com/social-studies/grade-2/goods-and-services?
Day 3: Identify “Consumers and Producers” and determine the difference between the two.	6.1.2.EconEM.1 6.1.2.EconEM.2 6.1.2.EconEM.3	<ul style="list-style-type: none"> ● Define “consumers” and “producers” and how they are related. ● Watch “Consumers and Producers for Kids”

		<p>onYouTube (homeschoolpop)</p> <ul style="list-style-type: none"> ●Students complete a worksheet where they decide if a person is a consumer or producer and explain why. ●IXL-https://www.ixl.com/social-studies/grade-2/producers-and-consumers?
Day 4: Identify “Supply and Demand” and tell the effects of each	6.1.2.EconET.3	<ul style="list-style-type: none"> ●Define “supply” and “demand” ● Watch “Supply and Demand” on brainpop.com ●Worksheet- students explain what might happen in different scenarios
Day 5: Identify “Scarcity” and describe what it means.	6.1.2EconET.2	<ul style="list-style-type: none"> ●Define “scarcity” ●Watch  Shortage and Surplus for Kids ● Worksheet-students decide if a statement is true or false about scarcity. ●IXL-https://www.ixl.com/social-studies/grade-2/scarcity-and-choices?
Day 6: Identify different types of “Resources”	6.1.2.EconNE.1	<ul style="list-style-type: none"> ●List examples of natural, human and capital resources.Discuss renewable and non-renewable resources. ●Watch  3 Kinds of Resources (MiaAcademy) ●IXL-https://www.ixl.com/social-studies/grade-2/natural-resources?
Day 7: Savings and Spending	6.1.2.EconET.4	<ul style="list-style-type: none"> ● Discussion about money, banks, spending and saving. ●Watch”Saving and Spending” on brainpopjr.com




Inclusive concepts


- Explain any character education effort where you are encouraging inclusivity and culture competency.

Unit 4 Learning Goals

Symbols: States & Flags

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Teacher Created Lessons 	<ul style="list-style-type: none"> TeacherPayTeacher Activities Brainpopjr.com Maps/Google Maps IXL YouTube videos (HomeschoolPop, Learn Bright)

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Identify the symbols on the US Flag. 	6.1.2.CivicsDP.1, 6.1.2.Civics.DP.3	<ul style="list-style-type: none"> Show flag and list symbols and their meaning Watch video showing and explaining the symbols: <ul style="list-style-type: none">  What Is the American Flag? - Beginning ... Color US flag
<ul style="list-style-type: none"> Days 2-3: Identify US symbols 	6.1.2.CivicsDP.1, 6.1.2.Civics.DP.3	<ul style="list-style-type: none"> Show pictures of symbols and have kids tell what they know (name, location, symbol) Watch a video: <ul style="list-style-type: none">  Symbols of the United States Facts abo... Brainpopjr.com- US Symbols US Symbols Packet
<ul style="list-style-type: none"> Day 4: Introduce New Jersey's flag and symbols. 	6.1.2.CivicsDP.1, 6.1.2.Civics.DP.3	<ul style="list-style-type: none"> Show flag and discuss the pictures on the flag. Explain what the pictures symbolize. Watch <ul style="list-style-type: none">  The State of New Jersey - Facts for Kids Color NJ flag
<ul style="list-style-type: none"> HOME PROJECT 	6.1.2.CivicsDP.1, 6.1.2.Civics.DP.3	<ul style="list-style-type: none"> Explain that kids will make a flag to represent our class (include #of students,

		teachers, school colors, mascot, year, etc)
<ul style="list-style-type: none"> • Days 5-6: Identify NJ state symbols 	6.1.2.CivicsDP.1, 6.1.2.Civics.DP.3	<ul style="list-style-type: none"> • Discuss how all states have symbols. Identify state bird, state tree, state flower, ,etc. Watch video:  New Jersey for Kids US States Learnin... • Make a book for NJ
<ul style="list-style-type: none"> • Day 7: Identify symbols for another state. 	6.1.2.CivicsDP.1, 6.1.2.Civics.DP.3	<ul style="list-style-type: none"> • Students will choose another state other than NJ. • They will make a booklet for their chosen state's symbols.
<ul style="list-style-type: none"> • Day 8-9: Identify facts about another state 	6.1.2.CivicsDP.1, 6.1.2.Civics.DP.3	<ul style="list-style-type: none"> • Students will research (with teacher guidance) a state and find interesting facts about that state. • Students will make a poster.

Inclusive concepts

- Explain any character education effort where you are encouraging inclusivity and culture competency.

Unit 5 Learning Goals

Government

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Teacher Created Lessons 	<ul style="list-style-type: none"> • TeacherPayTeacher Activities • Brainpopjr.com • Maps/Google Maps • IXL • YouTube videos (HomeschoolPop, Learn Bright)

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Identify the importance of rules and laws. 	6.1.2.CivicsPR.1, 6.1.2.CivicsPR.2, 6.1.2.CivicsPR3, 6.1.2.CivicsPR.4	<ul style="list-style-type: none"> • List rules in school and laws in our town, state, country. • Ask students why we have rules? What would school be like without rules? • Watch video: ▶ Laws and Rules for Kids What is the dif...
<ul style="list-style-type: none"> • Day 2: Understand rights and responsibilities of citizens 	6.1.2.CivicsPI.4, 6.1.2.CivicsPI.5, 6.1.2.CivicsPI.6	<ul style="list-style-type: none"> • Watch “Rights and Responsibilities” on Brainpopjr.com • Worksheet- Sort Rights and Responsibilities
<ul style="list-style-type: none"> • Day 3: Identify government on local, state and federal level. 	6.1.2.CivicsPI.1, 6.1.2.CivicsPI.3	<ul style="list-style-type: none"> • Watch “Local and State Government” on brainpopjr.com • NJ State Packet- njgov.org
<ul style="list-style-type: none"> • Day 4-5: Identify how an idea becomes a law in NJ 	6.1.2.CivicsPI.1, 6.1.2.CivicsPI.3, 6.1.2.CivicsPR.1, 6.1.2.CivicsPR.2, 6.1.2.CivicsPR3, 6.1.2.CivicsPR.4	<ul style="list-style-type: none"> • NJ State Packet • Define a good leader • Have a class election to determine a governor, senators, and general assembly. • Act out an idea becoming a law.

<ul style="list-style-type: none">●Day 6: Identify the President as the leader of our country.	6.1.2.CivicsPI.4,6.1.2.CivicsPI.5,6.1.2.CivicsPI.6	<ul style="list-style-type: none">● Watch “President” on Brainpopjr.com●Watch “Branches of Government” on Brainpopjr.com If time: Research a president and write a biography
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Inclusive concepts

<ul style="list-style-type: none">● Explain any character education effort where you are encouraging inclusivity and culture competency.
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Unit 6 Learning Goals

US History

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Teacher Created Lessons 	<ul style="list-style-type: none"> • TeacherPayTeacher Activities • Brainpopjr.com • Maps/Google Maps • IXL • YouTube videos (HomeschoolPop, Learn Bright)

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1-2: Identify important events in US history: Native Americans as first people to live on our land 	<ul style="list-style-type: none"> •6.1.2.Geo.HE.1, 6.1.2.Geo.HE.2 	<ul style="list-style-type: none"> • Watch “Iroquois” and “Cherokee” on Brainpopjr.com • Native American Homes booklet • Discuss how the weather, environment, location determined the types of homes they had •Craft: Make a teepee with Indian
<ul style="list-style-type: none"> • Day 3: Identify important events in our country’s history: Columbus discovering our land 	<ul style="list-style-type: none"> 6.1.2.HistoryCC.1 	<ul style="list-style-type: none"> • Watch “American Hero Classics: Christopher Columbus” on Discovery.com •Watch “Columbus” on brainpopjr.com
<ul style="list-style-type: none"> • Day 3: Identify important events in our country’s history: American Revolution/13 colonies 	<ul style="list-style-type: none"> 6.1.2.HistoryCC.1, 6.1.2.HistoryCC.3 	<ul style="list-style-type: none"> • Discuss events that led to war between England and the colonies. •Watch “13 Colonies” on brainpopjr.com
<ul style="list-style-type: none"> • Day 4: Identify important events in our country’s history: Constitution and changes over time/Slavery 	<ul style="list-style-type: none"> 6.1.2.HistoryCC.1, 6.1.2.HistoryCC.3 	<ul style="list-style-type: none"> • Read “Nettie’s Trip to the South” • Write a newspaper article about slavery from a character’s perspective.

<ul style="list-style-type: none">• Day 5: List important events in order.	6.1.2.HistoryCC.2	<ul style="list-style-type: none">• Make a timeline showing the important events discussed in this unit.
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Inclusive concepts

<ul style="list-style-type: none">• Explain any character education effort where you are encouraging inclusivity and culture competency.
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