

**Quinton Township School District**  
**Social Studies Grade 2: Our Community**

[Pacing Guide](#)

**SOCIAL STUDIES GRADE 2 OVERVIEW**

In Grade 2, students will learn about the parts of a community, while specifically focusing on their community, Quinton Township. The focus in grade two is Making a Difference in our Community. Students will engage in the study of how people both past and present have made a difference in their community, country, and world. Students will explore how and what we decide to remember about the past including understanding democratic principles and values. A year-long compelling question will focus on: What does it mean to make a difference in society? Students will explore history, geography, civics and economics through multiple perspectives and viewpoints. Students will explore the principles of democracy and methods of participation in society. Finally, students will be expected to communicate their understandings in a variety of ways, and contemplate their civic action.

**UNIT 1**

| Unit:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 | Unit Title: | Geography & Mapping Skills | Pacing: | 22 days |
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| <p><b>Unit Summary:</b> In this unit, students will explore the roles and responsibilities of community and local government leaders, while also recognizing that every individual, not just official leaders, plays an important role in the success of a community. Students will investigate the services provided by local governments to meet the needs of community members and ensure their safety. Through discussions and activities, they will understand how communities work together to accomplish common goals, establish responsibilities, and fulfill roles of authority. The unit also focuses on geographic tools, such as maps, to explore diverse locations and cultures, particularly the experiences and traditions of Asian American and Pacific Islander (AAPI) individuals. Students will use these tools to understand how geography shapes communities and their customs. By examining stories from diverse backgrounds, students will gain an appreciation for how cultural differences contribute to the richness of communities and how individuals from these backgrounds have made significant contributions. This unit aims to foster understanding of local governance, the importance of civic engagement, the significance of diversity, and how students themselves can actively contribute to their communities. @ ^</p> |   |             |                            |         |         |
| <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Describe roles and responsibilities of community and local government leaders.</li><li>• Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</li><li>• Explain how all people, not just official leaders, play important roles in a community.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |             |                            |         |         |

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- Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- Describe how maps are created for a specific purpose.
- Identify and explore the diverse locations and cultures of AAPI (Asian American and Pacific Islander) individuals using maps and geographic tools to understand how geography shapes communities and traditions. @
- Explore stories and experiences of people from diverse backgrounds to understand their contributions and challenges. ^
- Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems.
- Describe how human activities affect the culture and environmental characteristics of places or regions.
- Bring awareness of a local issue to school and/or community members and make recommendations for change, with adult guidance and support.

**Compelling Question:** How does geography affect our community?

**Essential Questions:** What is a community? How are communities different? How do we use maps? What is geography?

**New Jersey Student Learning Standards/Learning Targets:**

6.1.2.CivicsPI.1, 6.1.2.CivicsPI.2, 6.1.2.CivicsPI.4, 6.1.2.CivicsPI.5, 6.1.2.Geo.SV.2, 6.1.2.CivicsCM.2, 6.1.2.Geo.HE.2, 6.3.2.CivicsPD.1

**Interdisciplinary Connections:** RI.CR.2.1, W.SE.2.6, W.IW.2.2, W.WR.2.5

**Career Readiness, Life Literacies, and Key Skills:** 9.1.2.CR.1

**Computer Science and Design Thinking:** 8.1.2.DA.2

**Career Education:** 9.1.2.CAP.1, 9.1.2.CAP.3

**Essential Unit Vocabulary:** community, rural, suburban, urban, compass, compass rose, map grid, map key, symbol, continent, country, desert, geography, island, lake, mountain, ocean, physical map, plain, political map, river, valley

| Overview of Activities                                                                                                                                                                                 | Teacher's Guide/<br>Resources  | Core Instructional<br>Materials                         | Technology Infusion                                                                                                                    |
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| <ul style="list-style-type: none"> <li>• <b>Part A:</b> What is a Community? (TCI, Unit 1, Lesson 1) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> A Place to Live</li> </ul> </li> </ul> | TCI<br>Teachers'<br>Curriculum | TCI Teacher's Manual<br><i>Online Student notebooks</i> | <ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications: Documents, Slides, Forms,</li> </ul> |

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| <ul style="list-style-type: none"> <li>○ <b>Section 2:</b> A Place to Play</li> <li>○ <b>Section 3:</b> A Place to Solve Problems</li> <li>○ <b>Section 4:</b> Explore the school calendar, cultures in the community and the library</li> <li>● <b>Part B:</b> How are Communities different? (TCI, Unit 1, Lesson 2) <ul style="list-style-type: none"> <li>○ Urban Communities</li> <li>○ Rural Communities</li> <li>○ Suburbs</li> <li>○ Connect learning about communities to promoting respect for all individuals, regardless of their community type, by engaging students with the BrainPOP Jr. video <i>Rights and Responsibilities</i>. This video helps students understand the importance of respecting others' rights and their role of responsibility in building inclusive, respectful communities. ^</li> </ul> </li> <li>● <b>Part C:</b> What is a map? (TCI, Unit 1, Lesson 3) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> A map shows a place</li> <li>○ <b>Section 2:</b> A map has a Key</li> <li>○ <b>Section 3:</b> A map has a Grid</li> <li>○ <b>Section 4:</b> A map has a Compass Rose</li> </ul> </li> <li>● <b>Part D:</b> What is geography? (TCI, Unit 1, Lesson 4) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Earth's features</li> <li>○ <b>Section 2:</b> Continents and Oceans</li> <li>○ <b>Section 3:</b> Rivers and Lakes</li> <li>○ <b>Section 4:</b> Mountains and Valleys</li> </ul> </li> </ul> | <p style="text-align: center;">Institute<br/>Online<br/>Social Studies<br/>Alive! - Our<br/>Community</p> | <ul style="list-style-type: none"> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and text</li> <li>● BrainPOP Jr.</li> </ul> | <p style="text-align: center;">Classroom and more</p> <ul style="list-style-type: none"> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> <li>● BrainPOP Jr.: Rights and Responsibilities website/video</li> </ul> |
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| <ul style="list-style-type: none"> <li>○ <b>Section 5:</b> Deserts and Plains</li> <li>○ <b>Section 6:</b> Physical Maps</li> <li>○ <b>Section 7:</b> Political Maps</li> <li>○ <b>Section 8:</b> Uses of Map</li> </ul> |  |  |  |
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### Assessments

#### Formative Assessments

- Exit Ticket
- Quiz
- Teacher/Student Conference
- Teacher Observation
- Student Self Reflection
- Think Pair Share

#### Suggested Formative Projects

- Recognize the [different elements of a community](#) and the role our homes play in the community. Design a community that includes places to live, work, play, and solve problems.
- Board a helicopter and fly over six different communities. For each, decide which type of community it is (rural, suburban, or urban).
- Explore the key components of a map. Use map reading skills to answer questions about three different locations.
- [With a group](#), act out one physical feature—lake, mountain, plain, ocean, desert, valley, river, or island—while the rest of the class guesses which feature is being depicted.

#### Summative Assessments

- End of Unit Assessment
- Mid Year Benchmark Assessment
- End of Year Benchmark Assessment
- Completed Projects

#### Suggested Summative Performance Task:

- Write a sentence answering the Unit Compelling Question: How does geography affect our community? This is called a claim. Then, give at least two pieces of evidence to support your claim. Your evidence can come from the activities you did in class, the readings you completed in your Student Journal or Reading Companion, or additional research that you conducted.

#### Taking Informed Action

- Decide how you want to share what you learned. You could make a [poster](#), a [digital presentation](#), or a video. You might [share your presentation](#) with your classmates or with adults in the community.

#### Benchmark Assessments

- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

#### Alternative Assessments

- Alternative Choice Projects
- Oral Assessments

### Differentiation

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| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> </ul> | <ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Challenge students with age-appropriate texts at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul> |

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**UNIT 2**

**Unit:**

2

**Unit Title:**

Economics: People  
Who Supply Our  
Goods and Services

**Pacing:**

23 days

**Unit Summary:** In this unit, students will learn about needs and wants and how they influence daily decisions. They will compare past and present methods of exchanging goods and services and explore the cultural and environmental characteristics of different regions in New Jersey and the U.S. Students will engage with geospatial data, identify landmarks, and learn key map properties like the title, legend, and cardinal directions. They will explore how maps are created for specific purposes and use maps to understand physical features like continents, rivers, and mountains. Students will also investigate how geography and climate affect where people live and how technology can enhance their understanding of different regions.

**Objectives:**

- Explain the difference between needs and wants.
- Identify the ways in which people exchange(d) goods and services today, and in the past.
- Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- Identify and describe the properties of a variety of maps and globes.
- Use technology to understand the culture and physical characteristics of regions.

**Compelling Question:** How do people decide what they want, and how do they get it?

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**Essential Questions:** How do people use our environment? How are goods made and brought to us? Who provides services in a community? How can I be a smart consumer?

**New Jersey Student Learning Standards/Learning Targets:**

6.1.2.EconET.1, 6.1.2.EconEM.3, 6.1.2.Geo.HE.1, 6.1.2.Geo.HE.3, 6.1.2.Geo.SV.3, 6.1.2.Geo.SV.4, 6.1.2.Geo.SV.3, 6.1.2.Geo.SV.2, 6.1.2.GeoPP.1, 6.1.2.Geo.GI.2

**Interdisciplinary Connections:** SL.PI.2.4, SL.PE.2.1, RI.CR.2.1, W.IW.2.2

**Career Readiness, Life Literacies, and Key Skills:** 9.1.2.FP.2, 9.1.2.PB.2

**Computer Science and Design Thinking:** 8.1.2.AP.4, 8.1.2.DA.2

| Overview of Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Teacher's Guide/<br>Resources                                                          | Instructional<br>Materials                                                                                                                                                                                                                                                                                        | Technology Infusion                                                                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>● <b>Part A:</b> How do people use the environment? (TCI, Unit 2, Lesson 1) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Nature</li> <li>○ <b>Section 2:</b> Different Environments</li> <li>○ <b>Section 3:</b> Environment Affects Jobs</li> <li>○ <b>Section 4:</b> Using Nature for Food, Clothing and Shelters</li> <li>○ <b>Section 5:</b> Polluting water, land and air</li> </ul> </li> <li>● <b>Part B:</b> How are goods made and brought to us? (TCI, Unit 2, Lesson 2) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> What is a good?</li> <li>○ <b>Section 2:</b> Producing goods</li> <li>○ <b>Section 3:</b> People use skills to make goods</li> <li>○ <b>Section 4:</b> Farmers Produce Food</li> <li>○ <b>Section 5:</b> People Make Many</li> </ul> </li> </ul> | <p>TCI Teachers' Curriculum Institute Online Social Studies Alive! - Our Community</p> | <p>TCI Teacher's Manual<br/> <i>Online Student notebooks</i></p> <ul style="list-style-type: none"> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos,</li> </ul> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> </ul> |

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| <ul style="list-style-type: none"> <li>Goods in Factories <ul style="list-style-type: none"> <li>○ <b>Section 6:</b> Consuming Goods</li> <li>○ <b>Section 7:</b> Sending and Getting Goods</li> </ul> </li> <li>● <b>Part C:</b> Who provides services in a community? (TCI, Unit 2, Lesson 3) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> What is a service?</li> <li>○ <b>Section 2:</b> People Give Us Ideas</li> <li>○ <b>Section 3:</b> People Fix Things</li> <li>○ <b>Section 4:</b> People take care of us, our community and our pets</li> <li>○ <b>Section 5:</b> Paying for services</li> </ul> </li> <li>● <b>Part C:</b> How can I be a smart consumer? (TCI, Unit 2, Lesson 4) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Money to buy things</li> <li>○ <b>Section 2:</b> We save Money</li> <li>○ <b>Section 3:</b> We have wants</li> <li>○ <b>Section 4:</b> Choices when shopping</li> <li>○ <b>Section 5:</b> Costs and Benefits</li> <li>○ <b>Section 6:</b> We are wise consumers</li> </ul> </li> </ul> |  | <p>pictures, and text</p> |  |
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**Assessments**

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| <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Exit Ticket</li> <li>● Quiz</li> <li>● Teacher/Student Conference</li> <li>● Teacher Observation</li> <li>● Student Self Reflection</li> <li>● Think Pair Share</li> </ul> | <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● End of Unit Assessment</li> <li>● Mid Year Benchmark Assessment</li> <li>● End of Year Benchmark Assessment</li> <li>● Completed Projects</li> </ul> <p><b><u>Suggested Summative Performance Task:</u></b></p> <ul style="list-style-type: none"> <li>● Draw and label these things:</li> </ul> |
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| <b>Suggested Formative Projects</b> <ul style="list-style-type: none"> <li>• Use <b>clues</b> in videos to match different types of food, clothing, and shelter with their sources in the environment.</li> <li>• Learn how goods are made and brought to us by sequencing the steps in their production. Visit <b>other groups</b> to learn how their goods are brought to consumers.</li> <li>• <b>Work with a group</b> to <b>create a skit</b> for a service job. Present the skit with creativity and energy to inspire learning about each service job.</li> <li>• Help students decide how to spend their money based on the costs and benefits of each choice.</li> </ul> | <ul style="list-style-type: none"> <li>• a river</li> <li>• a mountain</li> <li>• a valley</li> <li>• a plain</li> </ul> <p>With a partner, in groups or as a class, discuss and create a venn diagram chart to list the similarities/differences between these different landforms.</p> |
| <b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>• District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Alternative Choice Projects</li> <li>• Oral Assessments</li> </ul>                                                                                                                                               |

**Differentiation**

| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> </ul> | <ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Challenge students with age-appropriate texts at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> </ul> |  |  |
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**Quinton Township School District**  
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**UNIT 3**

|              |   |                    |                                            |                |         |
|--------------|---|--------------------|--------------------------------------------|----------------|---------|
| <b>Unit:</b> | 3 | <b>Unit Title:</b> | History: Families<br>Today and the<br>Past | <b>Pacing:</b> | 22 days |
|--------------|---|--------------------|--------------------------------------------|----------------|---------|

**Unit Summary:** In this unit of study, students will investigate how to be a historian and learn about the past, as well as how it relates to the present and future. This unit will also address February's Black History Month, March's Women's History Month, and May's AAPI History Month to study the contributions of influential Black, Women, and AAPI (Asian American and Pacific Islander) figures throughout history. Students will explore the impact these individuals have had on families, communities, and society through stories, biographies, and historical events. \* @

**Objectives:**

- Use historical observation skills to make claims about Native American artifacts and back your claims with evidence.
- Interpret primary sources to compare and contrast cultures from past to present.
- Appreciate how Native American cultures have survived through the centuries and continue to thrive today.
- Locate places on a map.
- Identify something special about communities.
- Analyze images to show how people share pride in their culture.
- Identify the factors that cause a community to grow and change.
- Explain the reasons communities get bigger or smaller.
- Identify causes and effects of changes in the local community.
- Analyze historical photographs and illustrations.
- Sequence historical events on a timeline.
- Recognize the importance of treating all people with kindness and respect, regardless of their background or differences. ^
- Listen to poems by Maya Angelou or music by Louis Armstrong, then discuss their impact. \*
- After learning about Dr. Martin Luther King Jr., students draw and write about their own dreams for a better world.\*
- Read books about Black historical figures (e.g., Ruby Bridges, Jackie Robinson, Mae Jemison), then have students draw a picture and write one fact about the person. \*
- Use maps to locate different Asian and Pacific Islander countries, then learn about cultural traditions from each place. @
- Learn about the history of origami and make paper cranes or other simple designs. @
- Read books about famous AAPI individuals like Duke Kahanamoku (surfer), Patsy Mink (politician), or Kamala Harris (Vice President).

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**Compelling Question:** How can I be a historian?

**Essential Questions:** How can we learn about Native American cultures? How do families learn about their past? How do communities change? How did one community change?

**New Jersey Student Learning Standards/Learning Targets:**

6.1.2.HistoryCC.3, 6.1.2.CivicsPI.4, 6.1.2.CivicsPI.5, 6.1.2.CivicsPD.1, 6.1.2.CivicsPD.2, 6.1.2.CivicsDP.2, 6.1.2.GEO.SV.1, 6.1.2.Geo.SV.2, 6.1.2.Geo.SV.3, 6.1.2.Geo.HE.4, 6.1.2.HistoryCA.1

**Interdisciplinary Connections:** SL.PI.2.4, SL.PE.2.1, RI.CR.2.1, W.IW.2.2, W.WR.2.5

**Career Readiness, Life Literacies, and Key Skills:** 9.4.2.CT.2

**Computer Science and Design Thinking:** 8.1.2.DA.1, 8.1.2.DA.2

**Career Education:** 9.1.2.CAP.1

| Overview of Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teacher's Guide/<br>Resources                                                                            | Core Instructional Materials                                                                                                                                                                                                                               | Technology Infusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <ul style="list-style-type: none"> <li>● <b>Part A:</b> How can we learn about Native American cultures? (TCI, Unit 3, Lesson 1)</li> <li>● <b>Part B:</b> How do families learn about their past? (TCI, Unit 3, Lesson 2)</li> <li>● <b>Part C:</b> How do communities change? (TCI, Unit 3, Lesson 3)</li> <li>● <b>Part D:</b> How did Quinton change? (TCI, Unit 3, Lesson 4)</li> <li>● To celebrate diversity with Black History Month and AAPI History Month, students will read books about</li> </ul> | <p>TCI Teachers' Curriculum Institute Online</p> <p>Social Studies Alive! - Our Community and Beyond</p> | <p>TCI Teacher's Manual</p> <p><i>Online Student notebooks</i></p> <ul style="list-style-type: none"> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> </ul> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> <li>● PBS Kids Learning Lessons website (<a href="https://pbskids.org/">https://pbskids.org/</a>)</li> <li>● National Geographic Kids Website for African American Heroes (<a href="https://kids.nationalgeographic.com/history/topic/african-american-heroes">https://kids.nationalgeographic.com/history/topic/african-american-heroes</a>)</li> </ul> |

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| influential Black and AAPI individuals and create a booklet teaching others about the person's background, challenges, and lasting influence. * @ |  | <ul style="list-style-type: none"> <li>• Timelinks Textbooks</li> <li>• Online Videos, pictures, and text</li> <li>• PBS Kids Learning Lessons- Hub for different Cultures' History Months</li> </ul> |  |
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**Assessments**

**Formative Assessments**

- Exit Ticket
- Quiz
- Teacher/Student Conference
- Teacher Observation
- Student Self Reflection
- Think Pair Share

**Suggested Formative Projects**

- Complete images of four Native American cultures and **discover the similarities and differences** between the four groups.
- **Read graphs** to understand how two communities differ and how each has changed over time. Then, choose which of the two communities you would like to live in based on what you've learned.
- **Analyze** historical images of San Francisco from long ago to today. The clues you uncover will help you arrange the images along a **timeline**.
- Completed booklet or drawn picture of an influential Black or AAPI individual.

**Summative Assessments**

- End of Unit Assessment
- Mid Year Benchmark Assessment
- End of Year Benchmark Assessment
- Completed Projects

**Suggested Summative Performance Task:**

- Timeline  
With an adult, **research** a big change that happened in your community. Then create a timeline of events. Make sure to include dates and pictures for each period in your **timeline**.
  - What was your community like before the change?
  - When did the big change happen?
  - What was your community like directly after the change?
  - What is your community like now?
- Taking Action  
Create a piece of **art** celebrating immigrants and their contributions.

**Benchmark Assessments**

**Alternative Assessments**

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| <ul style="list-style-type: none"> <li>● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul> | <ul style="list-style-type: none"> <li>● Alternative Choice Projects</li> <li>● Oral Assessments</li> </ul> |
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**Differentiation**

| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student IEP or 504 plan.</li> <li>● Utilize wait time effectively.</li> <li>● Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>● Use visual aids during lessons and small-group time.</li> <li>● Utilize open-ended questioning techniques.</li> <li>● Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>● Vary formative assessment styles to drive next point of instruction.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online audio books, when appropriate.</li> <li>● Allow for collaboration through strategically selected groups.</li> <li>● Utilize assistive technology as appropriate.</li> <li>● Utilize graphic organizers.</li> <li>● Provide and model sentence frames/sentence starters.</li> <li>● Utilize manipulatives as necessary.</li> <li>● Provide breaks to allow for refocusing as necessary.</li> </ul> | <ul style="list-style-type: none"> <li>● Basic Skills Instruction</li> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Provide English/Native Language Dictionary for use.</li> <li>● Place with native-language-speaking teacher/paraprofessional as available.</li> <li>● Use target words and cognates to understand texts.</li> <li>● Remind students to underline passages and list words they don't understand.</li> <li>● Learn/Utilize/Display some words in the students' native language.</li> <li>● Provide and model sentence frames to help students participate in discussion.</li> <li>● Provide word banks to help students write.</li> <li>● Translate printed communications in native language for parents.</li> <li>● Hold conferences with translator present.</li> </ul> | <ul style="list-style-type: none"> <li>● Basic Skills Instruction</li> <li>● Provide after-school tutoring services.</li> <li>● Hold fall and spring parent conferences.</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Utilize wait time effectively.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Provide counseling if necessary to help students cope with challenges.</li> <li>● Utilize strategic grouping with a positive academic role model.</li> <li>● Utilize graphic organizers.</li> </ul> | <ul style="list-style-type: none"> <li>● Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>● Challenge students with age-appropriate texts at higher reading levels.</li> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul> |

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**UNIT 4**

**Unit:**

4

**Unit Title:**

Civics:  
Government  
Institutions and  
Practices

**Pacing:**

23 days

**Unit Summary:** In this unit, students will explore how individuals contribute to U.S. history and culture, identify problems in communities, and propose solutions. They will engage in activities like voting in a class election, conducting a mock demonstration, and discussing ways to be good citizens. Students will learn the importance of standing up for others and practice kindness and inclusivity through role-playing scenarios. The unit will also focus on understanding the significance of the Holocaust and its lessons for promoting kindness, fairness, and respect for all people. (It will also address Holocaust Remembrance Day on January 27th.) Students will study community celebrations, create artwork symbolizing peace, and analyze how communities work together to meet their needs. Through reading books like *The Whispering Town* and *Otto: The Autobiography of a Teddy Bear*, they will discuss themes of courage and standing up for others. ^

**Objectives:**

- Identify problems and possible solutions in various communities.
- Identify the contributions of individuals to U.S. history and culture.
- Vote in a class election.
- Predict what community leaders can and cannot do.
- Conduct a mock demonstration.
- Identify a community problem and propose a solution.
- Identify ways to be good citizens.
- Decide whether specific actions are those of a good citizen.
- Brainstorm good-citizenship actions that students could perform in the community.
- Understand the importance of learning about the Holocaust to promote kindness, fairness, and respect for all people. ^
- Locate places on a political map.
- Identify how communities share to meet their economic needs and wants.
- Identify something special about their community.
- Analyze community celebrations to show how people share pride in our country.
- Create artwork that symbolizes peace, friendship, and unity using handprints, hearts, or doves. ^
- Discuss what it means to stand up for others and role-play scenarios where students practice kindness and inclusivity. ^

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- Read an age-appropriate book such as *The Whispering Town* by Jennifer Elvgren or *Otto: The Autobiography of a Teddy Bear* by Tomi Ungerer. Discuss themes of kindness, courage, and standing up for others. ^

**Essential Questions:** How can one person make a difference? How do leaders help their communities? What does a good citizen do? Why should you do the right thing even when no one is watching? What do communities share?

**New Jersey Student Learning Standards/Learning Targets:**

6.1.2.CivicsPI.4, 6.1.2.CivicsPI.5, 6.1.2.HistoryCC.1, 6.1.2.HistoryCC.2, 6.1.2.HistoryCC.3, 6.1.2.HistorySE.2, 6.1.2.HistorySE.3, 6.1.2.HistoryCA.1, 6.1.2.CivicsCM.2, 6.3.2.CivicsPD.1

**Interdisciplinary Connections:** SL.PI.2.4, SL.PE.2.1, RI.CR.2.1, W.IW.2.2

**Career Readiness, Life Literacies, and Key Skills:** 9.1.2.CR.2, 9.1.4.CI.1

**Computer Science and Design Thinking:** 9.4.2.TL.2, 8.1.2.DA.1, 8.1.2.DA.2

**Career Education:** 9.1.2.CAP.1

| Overview of Activities | Teacher's Guide/<br>Resources | Core Instructional Materials | Technology Infusion |
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| <ul style="list-style-type: none"> <li>● <b>Part A:</b> How can one person make a difference? (TCI, Unit 4, Lesson 1) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Discuss and role-play being an upstander. ^</li> </ul> </li> <li>● <b>Part B:</b> How do leaders help their communities? (TCI, Unit 4, Lesson 2)</li> <li>● <b>Part C:</b> What does a good citizen do? (TCI, Unit 4, Lesson 3)</li> <li>● <b>Part D:</b> What do communities share? (TCI, Unit 4, Lesson 4)</li> </ul> | <p style="text-align: center;">TCI<br/>Teachers'<br/>Curriculum<br/>Institute<br/>Online<br/>Social Studies<br/>Alive! - Our<br/>Community</p> | <p style="text-align: center;">TCI Teacher's<br/>Manual<br/><i>Online Student<br/>notebooks</i></p> <ul style="list-style-type: none"> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and text</li> <li>● <u>Holocaust Remembrance in Primary Schools</u> Website<br/>(<a href="https://hmd.org.uk/ta-ke-part-in-holocaust-memorial-day/schools/primary-schools/">https://hmd.org.uk/ta-ke-part-in-holocaust-memorial-day/schools/primary-schools/</a>) ^</li> </ul> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> </ul> |
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**Assessments**

**Formative Assessments**

- Exit Ticket
- Quiz
- Teacher/Student Conference
- Teacher Observation
- Student Self Reflection

**Summative Assessments**

- End of Unit Assessment
- Mid Year Benchmark Assessment
- End of Year Benchmark Assessment
- Completed Projects

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| <ul style="list-style-type: none"> <li>Think Pair Share</li> </ul> <p><b>Suggested Formative Projects</b></p> <ul style="list-style-type: none"> <li>Discover <b>four big problems</b> from the past. Learn how courageous leaders took action to help their communities.</li> <li><b>Categorize</b> three types of actions community leaders can take to help communities in need.</li> <li><b>Draw</b> a picture and write a sentence about a rule that you follow in your community or school or decide what a good citizen would do during an afternoon at the pool.</li> <li><b>Compare</b> four communities by completing a table of information.</li> </ul> | <p><b>Suggested Summative Performance Task:</b></p> <ul style="list-style-type: none"> <li><b>Create a table</b> about the geography, economy, civics, and history of your community.</li> </ul> <p><b>Taking Action</b></p> <ul style="list-style-type: none"> <li><b>Send an email</b> to one or more community leaders asking for help with a problem in your community.</li> </ul> |
| <p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>Alternative Choice Projects</li> <li>Oral Assessments</li> </ul>                                                                                                                                                                                                                                          |

| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"><li>• Allow for collaboration through strategically selected groups.</li><li>• Utilize assistive technology as appropriate.</li><li>• Utilize graphic organizers.</li><li>• Provide and model sentence frames/sentence starters.</li><li>• Utilize manipulatives as necessary.</li><li>• Provide breaks to allow for refocusing as necessary.</li></ul> | <ul style="list-style-type: none"><li>• Provide word banks to help students write.</li><li>• Translate printed communications in native language for parents.</li><li>• Hold conferences with translator present.</li></ul> | <ul style="list-style-type: none"><li>• Utilize graphic organizers.</li></ul> |  |
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