Moonachie School District
Social Studies Curriculum:
Grade 2

New Jersey Student Learning Standards for Social Studies

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Re-Adoption: August 26, 2025

Social Studies Disciplinary Practices: The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. *Therefore, all Social Studies Practices are naturally integrated throughout each area of study.*	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	s Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning

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	and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

SOCIAL STUDIES		
Grade 2		
6.1 U.S. History: America in the World		
Disciplinary Concept: Civics, Government, And Human Rights **Amistad** **Holocaust** **AAIP**		
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Civics And Political Institutions The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.	Local community and government leaders have roles and responsibilities to provide services for their community members.	6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
	Rules for all to live by are a result of the actions of government, organizations, and individuals	6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
	The actions of individuals and government affect decisions made for the common good.	6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. 6.1.2.CivicsPI.6: Explain what government is and its function.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**

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Participation and Deliberation		
Participation and Deliberation Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.	When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard.	6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Democratic Principles Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Processes and Rules Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state,	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	6.1.2.CivicsPR.1: Determine what makes a good rule or law. 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

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and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.	Processes and rules should be fair, consistent, and respectful of the human rights of all people.	6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Civic Mindedness Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.	Certain character traits can help individuals become productive members of their community.	6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
● How can one person make a difference?	**Preview Activity: Problems Around Us** **Formative: Discussions**	**Formative: Discussions** Students will discuss ways these problems can be addressed.	Chart Paper Maps LCD Projector

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● How do leaders help their communities? ● What does a good citizen do? ● How do communities share? ● Identify problems and possible solutions in various communities. ● Identify the contributions of individuals to U.S. history and culture. ● Recognize unfairness on the individual level and injustice at the institutional or systemic level. ● Identify figures, groups, and events relevant to the history of social justice. ● Recognize the responsibility to stand up to exclusion, prejudice, and injustice. ● 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. ● Demonstrate an awareness of when help is needed and who can provide it. ● Speak up with courage and respect when someone has been hurt or wronged. ● Recognize leadership capacity in oneself and others. ● Identify ways to be good citizens.	Students will investigate four images that show problems in the community. **Vocabulary Activity** **Formative: Benchmark Assessments** Students will demonstrate their understanding of the word, **inventor,** by identifying inventions from a group of items. **Four People Make a Difference in Their Community** **Formative: Discussions** Students will watch four videos about courageous leaders from the past. **Show what you know** **Summative: Written Assessments** Students will decide which of the four individuals to award the Presidential Medal of Freedom. Students will support their selection through a short written summary. **Preview Activity: Playground vs. Pool** **Formative: Discussions** Students will conduct a mock debate and simulated vote on whether the community should get a playground or a pool. [Journey for Justice: The Life of Larry Itliong](#) - Generate Class Discussion after reading aloud the book. **Vocabulary Activity** **Formative: Benchmark Assessments**	**Formative: Benchmark Assessments** Teacher assessment of the activity. **Formative: Discussions** Students will examine the problems facing these leaders and the steps they took to fix them and help their communities. **Summative: Written Assessments** Assessment of the student summary **Formative: Discussions** Teacher evaluation of the student debate. **Formative:Benchmark Assessments** The completion of the chart.	Textbooks Computer/Speakers Leveled Readers Graph Paper Teacher Resources: ● Current Events ● Scholastic News ● Leveled Scholastic Library ● Local Newspapers For Current Events ● www.discoveryeducation.com

● Decide whether specific actions are those of a good citizen. ● Brainstorm good-citizenship actions that students could perform in the community. ● Demonstrate the skills to manage and express one's emotions, thoughts, impulses and stress in constructive ways. ● Demonstrate awareness of personal rights and responsibilities. ● Express empathy when people are excluded or mistreated. ● 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. ● Contribute productively to one's school, workplace, and community. ● Demonstrate empathy for other people's emotions, perspectives, cultures, languages, and histories. ● Express pride, confidence and healthy self-esteem without denying the value and dignity of other people.	Students will complete a chart using the three vocabulary words: government, leaders, and vote. **Three Ways Leaders Can Help** **Formative: Discussions** Students will look at three ways leaders can help their communities: make laws, spend money, and build something. **Show what you know** **Summative: Benchmark Assessments** Students will identify leaders in their community that help make decisions. Students will compose an email to one leader to ask for help with a problem. **Preview Activity** **Class Participation** Students will learn that good citizens follow the rules. Students will match each street rule with the rule they represent. **Vocabulary Activity** **Formative: Benchmark Assessments** Students will use the words, citizen and responsible, to complete a series of statements. Students will then categorize the events in pictures as positive or negative. **Community Swimming Pool** **Formative: Discussions**	**Formative: Discussions** Students will review a series of slides and categorize action into these three areas. **Summative: Benchmark Assessments** Assessment of the student email to a community leader. **Class Participation** Teacher will analyze the students' matching of the rules. **Formative: Benchmark Assessments** Teacher assessment of the events. **Formative: Discussions** Student discussions **Formative: Class Participation**	

● Rules and laws are developed to protect people's rights and the security and welfare of society. ● There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● Fairness and Equality amongst all create feelings of acceptance and respect ● Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	Students will use a simulated community pool trip to discuss rules and good civic behavior. **I am Anne Frank** Students will listen to a read aloud of a book called I am Anne Frank read by Holocaust Survivor Saul Dreier. After they will list ways that they can stand up to exclusion and prejudice. **Swimming Pool Citizenship** **Formative: Class Participation** Students will participate in a jigsaw activity that will explore four actions or scenarios at the community pool. Students will act out each scenario and explain what should and should not happen in each. **Show what you know** **Summative: Benchmark Assessments** Students will draw a picture or write a sentence about a rule that they follow in school or the community. **Preview Activity: Read a Table** **Formative: Discussions** Students will examine an Opera House, auditorium or theater to relate to how you can read a table with rows and columns. **Vocabulary Activity** **Formative: Benchmark Assessments**	Class discussion of each scenario and students' responses. **Summative: Benchmark Assessments** The teacher will assess the picture and/or sentence. **Formative: Discussions** Class discussions **Formative: Benchmark Assessments** The students' responses to the questions. **Formative: Class Participation** The completion of the table. **Summative: Benchmark Assessments**	

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	Students will understand the word tourist by examining a picture and answering questions about where and what tourists like to do. **Comparing Four Communities** **Formative: Class Participation** Using information from activity cards, students will complete a table that will compare towns in Ohio, Florida, Oregon and Alaska. **Show what you know** **Summative: Benchmark Assessments** Students will complete a table identifying the geography, economy, civics and history of their community. **Henry's Freedom Box** Students will listen to the book Henry's Freedom Box. They will analyze how treating all fair and equally help others feel accepted.	The completion of the table.
Vocabulary	inventor, government, leader, vote, citizen, responsible, tourists	
Interdisciplinary Connections	SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text RI.TS.2.4 Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information	
Career Readiness, Life Literacies and Key Skills	CRP1. Act as a responsible and contributing community members and employee CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.	

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	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Computer Science and Design Thinking	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Modifications				
Multilingual Learners	**Special Education**	**At Risk of School Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistivetechnology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Grades 2		
6.1 U.S. History: America in the World		
Disciplinary Concept: Geography, People, and the Environment		
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**

Human Population Patterns	Physical and human characteristics affect where people live (settle).	6.1.2.GeoPP.1: 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).
Human population patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.		
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Spatial Views of the World Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.	A map is a symbolic representation of selected characteristics of a place.	6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 6.1.2.Geo.SV.2: 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). 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
	Geographic data can be used to identify cultural and environmental characteristics of places.	6.1.2.Geo.SV.4: 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).
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**

Human Environment Interaction Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.	Environmental characteristics influence the how and where people live.	6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate,and other environmental characteristics affect people's lives in a place or region 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g.,transportation, housing, dietary needs). 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
	Core Ideas	**Performance Expectation Standards**
Global Interconnections Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.	Global interconnections occur between human and physical systems across different regions of the world.	6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
● What is a community? ● How are communities different? ● How do we use maps?	**Unit Inquiry Project: Geography** **Formative: Class Participation** Students will examine how geography affects geography people today. This project will explore the influence of	**Formative: Class Participation** The teacher will assess students by guided questions.	Chart Paper Maps LCD Projector Textbooks Computer/Speakers

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● What is Geography? ● Identify important places in a community. ● Describe what people do in a community. ● Record observations about the local community. ● Design a fictional community. ● Cultivate constructive relationships with individuals of diverse backgrounds, abilities, languages, and lifestyles. ● Express pride, confidence and healthy self-esteem without denying the value and dignity of other people. ● Apply problem-solving skills to engage responsibly in a variety of situations. ● Identify the features of rural, suburban, and urban communities. ● Compare and contrast features of different types of communities. ● Determine the relative location and population densities of rural, suburban, and urban communities. ● Identify advantages and disadvantages of different types of communities. ● Respectfully express curiosity about the history and lived experiences of others. ● Communicate clearly and effectively.	the St. Lawrence River on Quebec City, Canada and the importance of the river for trade with the United States and the rest of the world. **Preview Activity** **Formative: Class Participation** Students will learn four places found in a community. Students will examine where people live, work, play, and solve problems through a sing-a-long activity. **Vocabulary Activity** **Formative: Benchmark Assessments** Students will create a pictoword for the word "community." A pictoword changes a word into a picture to help you remember the main concept. **My Place in the Community** **Formative: Class Participation** Students will recognize the different elements (live, work, play and problem solve) of a community and the role homes play in the community. **My Place in the Bigger Community** **Formative: Class Participation** Students will design a community that includes places to live, work, play, and solve problems. Students will create community cards that investigate different aspects of a community. **One Big Community**	**Formative: Class Participation** The students will be assessed by the sing-a-long activity. **Formative: Benchmark Assessments** Students will be assessed on the completion of their picture. **Formative: Class Participation** Class discussions about the different elements of a community. **Formative: Class Participation** The community design and community cards.	Leveled Readers Graph Paper Teacher Resources: ● Current Events ● Scholastic News ● Leveled Scholastic Library ● Local Newspapers For Current Events ● www.discoveryeducation.com

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- Locate places on a map. - Use a map grid, map key, and compass rose. - Follow cardinal directions. - Trace a route on a map. - Behave responsibly in personal, professional, and community contexts. - Communicate clearly and effectively. - Identify and locate geographic features on a physical map. - Apply knowledge of geographic features in a game. - Use a political map of the United States to identify the location of various US states. - Consider the well-being of self and others when making decisions. - Use a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, languages, and lifestyles. - Communities are categorized as urban, suburban and rural. - Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. - Places are jointly characterized by their physical and human properties. - Regions form and change as a result of unique	**Formative: Class Participation** Students will combine their community cards to create a larger community. Students will explore how large communities are made up of many smaller communities. **Show what you know** **Summative: Benchmark Assessments** Students will create a badge that will represent how their community is a place where people live, work, play and problem solve. **Preview Activity** **Formative: Discussions** Students will review pictures to identify differences among rural, suburban, or urban communities. **Vocabulary Activity** **Formative: Benchmark Assessments** Students will draw pictures of rural, suburban and urban communities to demonstrate their understanding. **Flying Over Communities** **Formative: Written Assessments** Students will watch a video of six communities from the air. Students will record evidence that will help them identify what type of community for each. **Living in Rural, Suburban and Rural Communities**	**Formative: Class Participation** Teacher discussion and student responses of a growing community**.** **Summative: Benchmark Assessments** The creation of each individual student badge. **Formative: Discussions** Class participation **Formative: Benchmark Assessments** Assessment of the student pictures**.** **Formative: Written Assessments** The students' responses based on the video.	

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physical/ecological conditions, economies, and cultures	**Formative: Class Participation** Students will examine photographs of people living in rural, suburban, and urban communities. Students will match the pictures with the type of community that is most closely aligned with the evidence.	**Formative: Class Participation** Class activity	
	Show what you know **Summative: Written Assessments** Students will write an account of a visit to relatives in three types of communities. Students will share examples of how they might spend the day in each one.	**Summative: Written Assessments** Teachers will assess student written accounts in three types of communities.	
	Preview Activity **Formative: Class Participation** Students will examine three different types of maps, a wall map, a globe and GPS. Students will understand how maps are tools people can use.	**Formative: Class Participation** Students' responses to teacher guided questions about maps.	
	Vocabulary Activity **Formative: Benchmark Assessments** Students will label various parts of a map to demonstrate their understanding of key concepts and vocabulary.	**Formative: Benchmark Assessments** Test on the parts of a map.	
	Reading Maps **Formative: Discussions** Students will discuss how key components of a map can help you discover "place." These components are the: key, grid and compass.	**Formative: Discussions**	

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	Using Maps to Explore Places **Formative: Class Participation** Students will use maps to explore three different places. Students will answer questions using the map leys and components.	Class discussion on how maps can assist in daily life. **Formative: Class Participation** Students answers to teacher guided questions.
	Show what you know **Summative: Benchmark Assessments** Students will make a map of their community. Students will create a map key of four items and use the grid to arrange the components and items on the map.	**Summative: Benchmark Assessments** The creation of the map key and the items on the grid.
	Preview Activity: Seven Continents **Formative: Class Participation** Students will participate in a sing-a-long activity that identifies the seven continents.	**Formative: Class Participation** Student participation in class activity.
	Vocabulary Activity **Formative: Benchmark Assessments** Students will "fill-in-the-blank" on a vocabulary table.	**Formative: Benchmark Assessments** The students will be assessed on their vocabulary terms.
	Physical Features Charades **Formative: Class Participation** In small groups, students will act out a landform using TPR (total physical response.)	**Formative: Class Participation** Participation in the class activity
	Playing the US States Game **Formative: Class Participation**	**Formative: Class Participation**

	Students will learn more about the 50 states by playing a game using a political map. **Show what you know** **Summative: Benchmark Assessments** Students will design their own continent using seven key vocabulary terms. Students will draw the continent.	Participation in the game that is based on the 50 states**.** **Summative: Benchmark Assessments** The completion of the student design of their continent.	
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		
Interdisciplinary Connections	SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text RI.TS.2.4 Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information		
Career Readiness, Life Literacies and Key Skills	CRP1. Act as a responsible and contributing community members and employee CRP3. Consider the environmental, social and economic impacts of decisions. 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem 9.4.2.GCA:1**:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals		
Computer Science and Design Thinking	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.		

Modifications				
Multilingual Learners	**Special Education**	**At Risk of School Failure**	**Gifted and Talented**	**504**

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Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistivetechnology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Grades 1		
6.1 U.S. History: America in the World		
Disciplinary Concept: Economics, Innovation, and Technology		
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Economic Ways of Thinking Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.	Individuals make decisions based on their needs, wants, and the availability of resources.	6.1.2.EconET.1: Explain the difference between needs and wants. 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
	Limited resources influence choices.	6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
	Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**

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Exchange and Markets Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.	Goods and services are produced and exchanged in multiple ways.	6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
National Economy The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)	The availability of resources influences current and future economic conditions.	6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
	Governments play an economic role in the lives of individuals and communities.	6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**

Global Economy The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.	Core Idea: There are benefits to trading goods and services with other countries.	6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
- How do people use our environment? - How are goods made and brought to us? - Who provides services in our community? - How can I be a smart consumer? - Distinguish between things that are from nature and those made by people. - Analyze how people live in different environments. - Describe how the natural resources of different	**Unit Inquiry Project: Economics Formative: Discussions** Students will explore the economic decisions and choices made by families. **Preview Activity: Goods and the Environment Formative: Discussions** Students will explore items made from the natural resources found in the environment. **Vocabulary activity Formative: Benchmark Assessments**	**Formative: Discussions** Students will examine the question "How should a family decide what is most important when moving into a new home?" Through this project, students will be introduced to the essential questions of the unit. **Formative: Discussions** Students will categorize them as food, shelter or clothing. **Formative: Benchmark Assessments** The completion of the story.	Chart Paper Maps LCD Projector Textbooks Computer/Speakers Leveled Readers Graph Paper Teacher Resources: - Current Events - Scholastic News - Leveled Scholastic Library - Local Newspapers For Current Events - www.discove

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environments can be used for food, clothing, and shelter. ● Explain the causes and effects of land, water, and air pollution. ● Consider the well-being of oneself and others when making decisions. ● Apply problem-solving skills to engage responsibly in a variety of situations. ● Create a process diagram. ● Identify key natural resources and show how they fuel our economic growth. ● Complete a flowchart showing how natural resources are made into the goods we consume. ● Use a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, languages, and lifestyles. ● Apply problem-solving skills to engage responsibly in a variety of situations. ● Show examples off community service jobs to relate new concepts to personal experience. ● Use role playing to learn about the job duties of eight different service jobs. ● Appreciate the role service workers play in our complex economy.	Students will utilize the targeted vocabulary words to complete the story: A Strange Walk in the Woods. **Using our Environment for Food, Shelter and Clothing** **Formative: Class Participation** Students will watch a series of videos linking natural resources in the environment and finished products. **Pollution Solution** **Formative: Discussions** Students will explore the impact people have on their environment. This activity will examine a few solutions to each problem. **Show what you know** **Summative: Benchmark Assessments** Students will list two products that come from three distinct environments: rainforest, ocean, and farm. **Preview Activity: Pineapples** **Formative: Discussions** Students will look at a series of pictures to determine the sequence the steps needed to get a pineapple from the field to your table. **Vocabulary Activity** **Formative: Benchmark Assessments** Students will demonstrate understanding of the key vocabulary	**Formative: Class Participation** Students will match different types of food, clothing, and shelter with their sources in the environment. **Formative: Discussions** Class discussions about the solutions to each problem. **Summative: Benchmark Assessments** Assessment of the two products. **Formative: Discussions** Teacher guided questions and student responses to the sequence of events. **Formative: Benchmark Assessments** Vocabulary Assessment	

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• Learn how specialization occurs in work today. • Demonstrate an awareness of when help is needed and who can provide it. • Use a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, languages, and lifestyles. • Contribute productively to one's school, workplace, and community. • Give examples of one's own family activities to relate new concepts to personal experience. • Use reasoning skills to analyze the costs and benefits of purchasing goods. • Use a systematic approach to decision making in a variety of situations. • Behave responsibly in personal, professional, and community contexts. • ● People make decisions based on their needs, wants, and the availability of resources. • ● Economics is a driving force for the occurrence of various events and phenomena in societies. • ● Interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes.	terms by matching the word with a symbolic image. **Sequencing Cards: How Goods are Made and Delivered** **Formative: Class Participation** Students will examine 8 cards that sequence the steps of production. Students will work together to place the steps in the proper sequence order. **Going on a Gallery Walk** **Formative: Discussions** Student groups will determine the logical 8-step sequence for the production of petroleum, popcorn, puzzles and canned tuna. Students will explore each through a station activity. **Show what you know** **Summative: Benchmark Assessments** Students will review an image of a farm. Students will connect the resources in the environment to the products people use. **Preview Activity: Eight Service Jobs** **Formative: Class Participation** Students will watch a video about eight different service jobs. **Vocabulary Activity** **Formative: Benchmark Assessments** Students will circle the best answer that completes each sentence. Students will	**Formative: Class Participation** Teachers will monitor students' participation in their groups. **Formative: Discussions** Group work and station activity. **Summative: Benchmark Assessments** Assessment of the resources and environment image. **Formative: Class Participation** The students will then match the service worker with the correct hat that they wear. **Formative: Benchmark Assessments** Teacher created assessment	

● ● Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
 	
● ● Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
 	
● ● The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
 	
● ● People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
	learn key concepts and terms connected to the unit.
	
	Service Workers Skits
	Formative: Class Participation
	Students will cooperatively construct a skit that demonstrates the qualities and characteristics for one of eight service jobs.
	
	Show what you know
	Summative: Benchmark Assessments
	Students will draw a picture and write a sentence about your favorite service job learned about during the unit.
	
	Preview Activity: Purchasing Decisions
	Formative: Discussions
	Students will think about a recent shopping trip with their family. Students will think about:
	   ● What kind of stores have you visited? Which are your favorite?
	   ● What things did you need or want to buy?
	   ● Did you buy everything you wanted, or did you have to choose between items?
	
	Vocabulary Activity
	Formative: Benchmark Assessments
	Students will complete a "fill-in-the-blank" activity. Students will
		Formative: Class Participation
		The completion of the skit
		
		Summative: Benchmark Assessments
		The assessment of the sentences and picture
		
		Formative: Discussions
		Answers to the teacher guided questions.
		
		Formative: Benchmark Assessments	

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	use key terms and concepts to complete a story of a shopping trip to the mall. **To Buy or Not to Buy?** **Formative: Class Participation** Students will listen to the internal dialogues of four students who are about to make a purchase. **Being a Wise Consumer** **Formative: Discussions** Students will explore what is meant by "being a wise consumer." Students will discuss with a partner four decisions and the reasons for or against making these purchases. **Show what you know** **Summative: Written Assessments** Students will list the costs and benefits of purchasing a toy instead of a sandwich. Students will explain their decision in a short writing activity.	The completion of the student activity and story. **Formative: Class Participation** Students will use this information to explore the costs and benefits of making purchases. **Formative: Discussions** Student discussions with a partner. **Summative: Written Assessments** Students will explain their decision in a short writing activity, this activity will be assessed.	
Vocabulary	conserve, environment, natural resources, pollute, consumer, goods, income, producer, trade, transportation, business, law, service, tax, need, resource, save, scarcity, want		
Interdisciplinary Connections	SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text RI.TS.2.4 Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information		

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Career Readiness, Life Literacies and Key Skills	CRP1. Act as a responsible and contributing community member and employee. CRP2. Apply appropriate academic and technical skills. CRP5. Consider the environmental, social and economic impacts of decisions. 9.1.2.FP.2: Differentiate between financial wants and needs. 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
Computer Science and Design Thinking	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value.

Modifications				
Multilingual Learners	**Special Education**	**At Risk of School Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistivetechnology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Grades K-2
6.1 U.S. History: America in the World
Disciplinary Concept: History, Culture, and Perspectives

Disciplinary Concept	Core Ideas	Performance Expectation Standards

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Continuity and Change	Historical timelines put events in chronological order to help people understand the past.	6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.	Understanding the past helps to make sense of the present.	6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Understanding Perspectives Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.	Two or more individuals can have a different understanding of the same event.	6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
	Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Historical Sourcing and Evidence Historical sourcing and evidence is based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.	The nature of history involves stories of the past preserved in a variety of sources.	6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

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	Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
Disciplinary Concept	**Core Ideas**	**Performance Expectation Standards**
Claims and Argumentation Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.	Historians create arguments outlining ideas or explanations based on evidence.	6.1.2.HistoryCA.1: Make an evidence-based argument on how and why communities change over time (e.g., locally, nationally, globally).

Student Learning Objectives	**Suggested Tasks/Activities**	**Evidence of Learning (Assessment)**	**Resources/Materials**
● How can we learn about Native American cultures? ● How do families learn about their past? ● How do communities change? ● How did one community change? ● Use historical observation skills to make claims about Native American artifacts and back your claims with evidence.	**Unit Inquiry Project: History** **Formative: Class Participation** Students will be asked "how can you be a historian?" Students will use the simulation activity of a grandparent's recollections to explore how people, places and things change over time and how this change is recorded or remembered. **Preview Activity: Art Analysis** **Formative: Discussions**	**Formative: Class Participation** Simulation activity **Formative: Discussions**	Chart Paper Maps LCD Projector Textbooks Computer/Speakers Leveled Readers Graph Paper Teacher Resources: ● Current Events ● Scholastic News ● Leveled Scholastic Library

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● 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. ● Respectfully express curiosity about the history and lived experiences of others. ● Examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. ● Identify figures, groups, and events relevant to the history of social justice. ● Locate places on a map. ● Identify something special about communities. ● Analyze images to show how people share pride in their culture. ● Express comfort with people who are both similar to and different from oneself and engage respectfully with all people. ● Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. ● Examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.	Students will examine how the Lenape Native Americans used the skin from animals to make clothes and moccasins. Jewelry made from bone and shell were worn on necks, wrists, and ankles. Students will use the art vocabulary words to describe her clothing. **Vocabulary Activity** **Formative: Benchmark Assessments** Students will complete a definition web of key concepts: colony and tribe. **Native American Culture** **Formative: Class Participation** Students will complete a station activity learning about four Native American cultures. Students will discover similarities and differences between the four groups. **Native Americans in our Communities** **Formative: Discussions** Students will research the Lenni Lenape Indians of New Jersey. Students will complete four questions to construct posters of the tribe. **Show what you know** **Summative: Benchmark Assessments** Students will observe four different Native American artifacts and draw the missing parts. Students will determine where they came from and support your claim with evidence.	Students description of the native American clothing using vocab terms. **Formative: Benchmark Assessments** Definition Web **Formative: Class Participation** Students participation of the station activity. **Formative: Discussions** Teacher guided questions and the completion of the poster. **Summative: Benchmark Assessments** Teacher will assess student drawings and to make sure evidence is documented.	● Local Newspapers For Current Events ● www.discove

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- 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. - Use a systematic approach to decision making in a variety of situations. - Apply problem-solving skills to engage responsibly in a variety of situations. - Analyze historical photographs and illustrations. - Sequence historical events on a timeline. - Identify groups and events relevant to the history of social justice. - Demonstrate empathy for other people's emotions, perspectives, cultures, languages, and histories. - Families change over time through decisions that they make and reactions to outside influences. - Native American culture and communities have changed due to outside influences. - Immigration is a major change many families experienced when they originally came to the United States. - Despite many changes in its past, the city of San Francisco is still a strong and vibrant community.	**Preview Activity: Global Families** **Formative: Discussions** Students will investigate where families immigrated to the United States of America from throughout the world. **Vocabulary Activity** **Formative: Benchmark Assessments** Students will understand key vocabulary in context by complete a "fill-in-the-blank" worksheet. **Exploring Immigrant Stories Through Pictures** **Formative: Class Participation** Students will learn about six different countries and their immigrant population's history in the United States. **Show what you know** **Summative: Benchmark Assessments** Students will create artwork that depicts the contributions of one of the six immigrant stories shared in the unit. **Preview Activity** **Formative: Class Participation** Students will use bar graphs to compare and contrast two communities and determine where they would like to move.	**Formative: Discussions** Students will label countries on a world map. **Formative: Benchmark Assessments** The completion of the worksheet. **Formative: Class Participation** Students will rotate among stations and complete a photo analysis to compare and contrast the immigrant experience. **Summative: Benchmark Assessments** Student artwork **Formative: Class Participation** Student participation and answering of teacher guided questions.	

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Vocabulary Activity **Formative: Benchmark Assessments** Students will use a drawing/visualization activity to examine the word, rebuild. Students will the use the word to complete a number of incomplete sentences. **Graphing How Two Communities Change Over Time** **Formative: Class Participation** Students will read eight graphs comparing Blue Mountain and Green Valley. **Show what you know** **Summative: Benchmark Assessments** Students will apply their understanding about how communities change to their own community. **Preview Activity: San Francisco, 1878** **Formative: Discussions** Students will inspect a primary source map of San Francisco in 1878. **Vocabulary Activity** **Formative: Benchmark Assessments** Students will be introduced to important key terms by completing a "fill-in-the-blank" paragraph about the Great San Francisco 1906 Earthquake. **Making Timelines**	**Formative: Benchmark Assessments** Students will be assessed on the completion of sentences. **Formative: Class Participation** Students will assess how each community differs and how each has changed over time. Students will choose which of the two communities to live in. **Summative: Benchmark Assessments** Students will draw one way that their community has changed. **Formative: Discussions** Students will identify visual clues showing how the city changed over time. **Formative: Benchmark Assessments** The completion of the paragraph.	

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	Formative: Class Participation Students will analyze historical images of San Francisco. **Create a Timeline for Our Community** **Formative: Class Participation** Students will research a big change that happened in town or the school community. **Show what you know** **Summative: Benchmark Assessments** Students will create a timeline of their life. Students will select three events in their timeline and explain the significance of each.	**Formative: Class Participation** Students will compare images from long ago to today. Students will use clues to arrange the images along a timeline. **Formative: Class Participation** Students will create a timeline of events. The timeline will include dates and pictures for each entry. **Summative: Benchmark Assessments** Students will be assessed on the creation of the timeline of their life	
Vocabulary	Colony, tribe, adopt, immigrant, family, generation, siblings, rebuild, earthquake, future, past, present, primary source, timeline	
Interdisciplinary Connections	RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text RI.TS.2.4 Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information	

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Career Readiness, Life Literacies and Key Skills	CRP1. Act as a responsible and contributing community members and employee CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense problems and persevere in solving them 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
Computer Science and Design Thinking	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

Modifications				
Multilingual Learners	**Special Education**	**At Risk of School Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistivetechnology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

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