

Social Studies Grade 2

Unit Title: Unit 1 Module A - Understanding Communities

Overview: This unit of study focuses on relationships and their importance to a community. Students will engage with the quest to model civic-minded, globally aware, and socially responsible citizenship and contribute to their local, state, national, and global communities. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority
- **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.
- **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.
- **6.1.2.CivicsCM.1** - Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.GeoGI.1** - Explain why and how people, goods, and ideas move from place to place.
- **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.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.
- **6.1.2.HistoryUP.1** - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.PP.2.5.** - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF.2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **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.

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NJSLS ELA Reading Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **RF.2.4.c.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Foundational Skills/Writing Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3.G**- With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.B**- Capitalize holidays, product names and geographic names
- **L.WF.2.3.F**- Use an apostrophe to form contractions and frequently occurring possessives

NJSLS ELA Writing

- **W.AW.2.1.B**- Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C**- Provide a conclusion.
- **W.IW.2.2.** - Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.2.2.A**- Introduce a topic clearly.
- **W.IW.2.2.C**- Provide a conclusion
- **W.NW.2.3.** - Write narratives based on real or imagined experiences or events with basic story elements.
- **W.NW.2.3.A**- Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- **W.NW.2.3.B**- Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- **W.WR.2.5**- Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research..
- **W.WP.2.4.** - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.

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- **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.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

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Read alouds of exemplary children’s literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

NJSLs Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community	There are actions an individual can take to help make this world a better place.
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.	A budget is a plan that helps an individual obtain financial goals.
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	Critical thinkers must first identify a problem then develop a plan to address in order to effectively solve a 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.	Individuals from different cultures may have different points of view and experiences.

Central Idea/Enduring Understanding:

Social Studies:

- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
- The actions of individuals and government affect decisions made for the common good.
- Processes and rules should be fair, consistent, and respectful of the human rights of all people.
- Certain character traits can help individuals become productive members of their community.
- Two or more individuals can have a different understanding of the same event.

Reading/Writing:

- Readers understand that characters in stories have unique points of view.
- Writers understand that signal words tell the sequence of events in a story.

Essential/Guiding Question:

Social Studies:

- How do rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good?
- How have “fairness,” “equality,” and the “common good” influenced new laws and policies over time at the local and national levels of the United States government?
- How do we embody character traits that help us become productive members of their community?
- How can we understand multiple individuals' viewpoints of the same events?

Reading/Writing:

- How do readers understand a character’s point of view?
- How do writers create a clear sequence of events in a story?

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<ul style="list-style-type: none"> • Learners understand that relationships within a community are important. 	
<p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>Trouble at the Sandbox</i> by Phillip Simpson - A story about a group of students playing in the sandbox at recess when a group of older students take their toy trucks. Rules for good citizenship. Implement conflict resolution. • <i>Snowshoe Hare's Winter Home</i> by Gillian Richardson - The main purpose of the story is to tell of Snowshoe Hare's first experience of saying goodbye to many of his friends as they prepare to hibernate or migrate to warmer places during the coming winter season. Look at a community and explain how and why people move from place to place. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>Trouble at the Sandbox</i> by Phillip Simpson - A story about a group of students playing in the sandbox at recess when a group of older students take their toy trucks. • <i>Snowshoe Hare's Winter Home</i> by Gillian Richardson - The main purpose of the story is to tell of Snowshoe Hare's first experience of saying goodbye to many of his friends as they prepare to hibernate or migrate to warmer places during the coming winter season. • Readers will use dialogue and actions to identify the points of view of characters in stories. • Writers will create a narrative using a clear sequence of events. • Learners will identify community relationships. 	<p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Conflict Resolution • Rules and Laws • Equality • Civics • Affective Decision Making • Considering multiple perspectives • Citizenship <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Character • Sequence • Setting • Understanding Responses • Point of View • Illustrations • Key Details • Use Illustrations • Rhythm and Meaning • Problem/Solution • Use Pictures • Write About Character Responses • Write About Character Interactions • Describe a New Character • Write to Support Points of View • Rewrite a Scene • Write a Strong Beginning • List Events in Chronological Order • Write an Additional Event • Write a Sequence of Events • Draft a Narrative • Strengthen a Narrative Draft • Edit a Story • Use Digital Tools to Publish a Story

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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, communities, different perspectives, good sportsmanship, and how to collaborate with each other.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Social Studies - Give a Talk:** Brainstorm, Collect information, Give a Talk - Scholars will give a talk about their community-What is it like? What do they do there?-Why is it a good place to live?
- **Narrative Task:** Write a New Story - Scholars will write a narrative in which they write a new story using the characters from "Trouble in the Sandbox."
- **Scholars will:**
 - draw or describe the characters and setting.
 - write a short sequence of events with a beginning, middle, and end.
 - use temporal words to signal event order.
 - explain how to participate in a community

Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** How are your classroom and your community alike and different?

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies - use a graphic organizer to explain how a classroom and a community are the same and different
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Days 1-2: establish and analyze beginning of the year rules and routine
- Day 6: discuss teacher responsibility to maintain fair and consistent rules
- Day 7: discuss the importance of assuming personal responsibility.
- Day 10: explain why and how people/animals move from place to place.

Resources:

SOCIAL STUDIES

- *Anchor charts*
- *Trouble at the Sand Box*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

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<p><u>Daily Lesson Components (see ReadyGen TE)</u></p> <p>READING: Daily Lessons</p> <p>Days 1-7: <i>Trouble at the Sandbox</i></p> <p>Days 8-10: <i>Snowshoe Hare’s Winter Home</i></p> <p>Day 11: <i>“Something Told the Wild Geese”</i></p> <p>Days 12-13: <i>Trouble at the Sandbox</i> <i>Snowshoe Hare’s Winter Home</i></p> <p>Build Understanding</p> <ul style="list-style-type: none"> ● Set the Purpose ● Engage Scholars ● Read ● Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence ● By-the-Way Words & Benchmark Vocabulary ● Reading/Language Analysis <p>WRITING: Narrative Writing</p> <ul style="list-style-type: none"> ● Set the Purpose ● Teach and Model ● Prepare to Write ● Independent Writing Practice: ● Share Writing 	<p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● Diversity, Equity, Inclusion Resources <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none"> ● <i>Trouble at the Sandbox</i> ● <i>Snowshoe Hare’s Winter Home</i> ● <i>“Something Told the Wild Geese”</i> <p>WRITING: Texts</p> <ul style="list-style-type: none"> ● <i>Trouble at the Sandbox</i> ● <i>Snowshoe Hare’s Winter Home</i> ● <i>“Something Told the Wild Geese”</i> 		
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading 	<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading 	<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include,</p>

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<ul style="list-style-type: none"> • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based <p>Assessment Lesson</p> <p>Scaffolded Instruction - Strategic Support</p> <p>If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>but are not limited to, the following:</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit Title: Unit 1 Module B - Understanding Communities

Overview: This unit of study focuses on relationships and their importance to a community. Students will engage with the quest to model civic-minded, globally aware, and socially responsible citizenship and contribute to their local, state, national, and global communities. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **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.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).
- **6.1.2.HistoryCA.1** - Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- **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).
- **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.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.

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- **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.
- **6.3.2.GeoGI.1** - Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in a literary text to demonstrate understanding of key details in a text.
- **RL.CI.2.2**-Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **L.VI.2.3.C**- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **RI.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in an informational text to demonstrate understanding of key details in a text.
- **RI.CI.2.2**-Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **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.
- **RI.PP.2.5**- Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RI.MF.2.6.**- Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7**- Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RI.CT.2.8**- Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

NJSLS ELA Reading Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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NJSLS ELA Writing

- **W.AW.2.1.** - With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.IW.2.2.** - Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.WP.2.4.** - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.C-** With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.SE.2.7-** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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NJSLS Foundational Skills/Writing Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging.
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening.
- **L.2.2.c.** - Use an apostrophe to form contractions and frequently occurring possessives.
- **L.KL.2.B-** Compare formal and informal uses of English
- **L.VL.2.2-** Determining or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

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- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.

Social Studies Grade 2

9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	Critical thinkers must first identify a problem then develop a plan to address in order to effectively solve a problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (inductive, deductive).	
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.	Individuals from different cultures may have different points of view and experiences.

Central Idea/Enduring Understanding:

Social Studies:

- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- Physical and human characteristics affect where people live (settle).
- Environmental characteristics-forests influence the how and where people live (rural, urban, suburban).
- Global interconnections occur between human and physical systems across different regions of the world.
- Historical timelines put events in chronological order to help people understand the past.

Reading/Writing:

- Readers understand that informational texts have main topics that are supported by key details.
- Writers understand the importance of clearly introducing a topic and developing it with facts.
- Learners understand that people in communities have different experiences based on where they live.

Essential/Guiding Question:

Social Studies:

- How can we understand the perspectives, thoughts, and cultures of others?
- How do physical and human characteristics affect where people live?
- How do environmental characteristics influence how and where people live?
- How do global interconnections occur between human and physical systems across different regions?
- How do historical timelines put events into chronological order and help us understand the past?

Reading/Writing:

- How do readers determine a text's main topic?
- How do writers introduce and develop a topic in informative writing?

Content:

Social Studies:

- *Friends Around the World* by Ana Galan - Three exchanges of letters between a girl named Isabel and e-pals from three different places in the world. Isabel learns how the four of them are similar and different.
- *The House on Maple Street* by Bonnie Pryor - An entertaining story that traces the history of a modern-day home back almost

Skills(Objectives):

Social Studies:

- Cultural Perspectives
- Cultural Diversity
- Economics
- Settlements
- Traditions

Social Studies Grade 2

300 years detailing how land in the United States was settled and developed.

Reading/Writing:

- *Friends Around the World* by Ana Galan - Three exchanges of letters between a girl named Isabel and e-pals from three different places in the world. Isabel learns how the four of them are similar and different.
- *The House on Maple Street* by Bonnie Pryor - An entertaining story that traces the history of a modern-day home back almost 300 years detailing how land in the United States was settled and developed.
- Readers will identify main topics and key details in informational texts.
- Writers will write a compare-and-contrast paragraph that introduces a topic and includes facts to develop it.
- Learners will demonstrate understanding of the differences between communities.

Reading/Writing:

- Text Features
- Main Topic
- Identify Main Idea and Key Details
- Steps in a Process
- Captions
- Identify and Define Key Words
- Use a Glossary
- Story Structure
- Setting
- Author's Purpose
- Use Illustrations
- Interpret Phrases
- Use Pictures
- Write a Caption
- Describe a Place Using Facts
- Write Questions About a Topic
- Write to Identify Author's Purpose
- Write a Paragraph Using Facts
- Write Specific Information Using Keywords
- Use Linking Words to Connect Ideas
- Write an Informational Paragraph
- Conduct Research
- Write Sentences Using Descriptive Details
- Write a Compare-and-Contrast Paragraph
- Revise and Edit to Strengthen Writing

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the global communities. Understanding and accepting of other cultures' customs. How can people change/affect the environment over time?

Stage 2: Assessment Evidence

Performance Tasks:

Performance Based Assessment:

- **Social Studies - Give a Talk:** Brainstorm, collect information, give a talk, scholars will give talks about global communities. (What is it like? What do they do there? Why is it a good place to live?)
- **Social Studies - Create a three column chart**-label rural, urban, suburban-compare and contrast the natural resource of forests.
- **Informative/Explanatory Task:** Compare and Contrast Communities - Scholars will write a compare-and-contrast paragraph

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary

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<p>about two of the communities they read about in <i>Friends Around the World</i>.</p> <ul style="list-style-type: none">● Scholars will:<ul style="list-style-type: none">○ introduce the two communities.○ include at least one fact about each community that is the same.○ Include at least one fact about each community that is different.○ provide a closing sentence. <p>Student Self-Assessment(s):</p> <ul style="list-style-type: none">● Social Studies - Turn and Talk: How is your community alike and different from one of the characters in the story?	<ul style="list-style-type: none">● Writing Keystones:<ul style="list-style-type: none">○ Checklists● Writing Rubrics:<ul style="list-style-type: none">○ Narrative○ Informative/Explanatory○ Opinion● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none">● Selection Test - Anchor Text● Performance-Based Assessment - Module A & B End-of-Unit Assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u> SOCIAL STUDIES: Interdisciplinary Connections</p> <ul style="list-style-type: none">● Days 1-7: Discuss how different communities vary due to traditions, beliefs. How the environment affects how people live. How technology help people across the world communicate● Day 8-10: discuss how passing of time in a chronological order affects the environment where people live-urban, suburban, rural as examples● Day 11-12: Compare and contrast how the location of where people live affects the way they live. <p>Daily Lesson Components (see ReadyGen TE) READING: Daily Lessons Days 1-7: <i>Friends Around the World</i> Days 8-10: <i>The House on Maple Street</i> Day 11-12: <i>Friends Around the World</i> <i>The House on Maple Street</i> Build Understanding</p> <ul style="list-style-type: none">● Set the Purpose	<p><u>Resources:</u> SOCIAL STUDIES</p> <ul style="list-style-type: none">● <i>Anchor charts</i>● <i>Friends Around the World</i>● <i>The House on Maple Street</i>● <i>Social Studies Weekly</i> :https://online.studiesweekly.com/teacher/classroom/s/209a0ebe-dd3d-41d9-bdd4-de3f905d9a1a/publications/427/units/1350/week/14820/articles/27677● Cooperative Children's Book Center <p>Additional Social Studies Resources:</p> <ul style="list-style-type: none">● The New Jersey Amistad Commission Interactive Curriculum● NJ Commission on Holocaust Education● Learning for Justice <p>Disabilities Law Resources:</p> <ul style="list-style-type: none">● Respect Ability: Fighting Stigmas, Advancing Opportunities● Diversity, Equity, Inclusion Resources <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none">● <i>Friends Around the World</i>● <i>The House on Maple Street</i>
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Social Studies Grade 2

<ul style="list-style-type: none"> ● Engage Scholars ● Read ● Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence ● By-the-Way Words & Benchmark Vocabulary ● Reading/Language Analysis <p>WRITING: Narrative Writing</p> <ul style="list-style-type: none"> ● Set the Purpose ● Teach and Model ● Prepare to Write ● Independent Writing Practice: ● Share Writing 	<p>WRITING: Texts</p> <ul style="list-style-type: none"> ● <i>Friends Around the World</i> ● <i>The House on Maple Street</i>
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Text Club Routines TR24-27</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Text Club Routines TR24-27</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

Social Studies Grade 2

Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	
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Unit Title: Unit 2 Module A - Making Decisions

Overview: This unit of study focuses on how people make decisions about money based on wants and needs. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **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.
- **6.1.2.EconET.4** - Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why,* and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.CI.2.2**-Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.PP.2.5.** - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- **RI.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why,* and *how* in an informational text to demonstrate understanding of key details in a text.

NJSLS ELA Reading Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

Social Studies Grade 2

- **W.AW.2.1.B-** Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C-** Provide a conclusion.
- **W.NW.2.3.** - Write narratives based on real or imagined experiences or events with basic story elements.
- **W.NW.2.3.A-** Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- **W.NW.2.3.B-** Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- **W.WP.2.4.** - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.C-** With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.SE.2.7-** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **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.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D-** Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.G-** With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.2.2.c** - Use an apostrophe to form contractions and frequently occurring possessives.
- **L.2.2.e** - Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
- **L.2.3.** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives

Social Studies Grade 2

- **L.VL.2.2-** Determining or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Social Studies Grade 2

Read alouds of exemplary children’s literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.	
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual’s values, emotions, and the ways he/she chooses to spend money.
9.1.2.FP.2	Differentiate between financial wants and needs.	External factors can influence the items that an individual wants or needs.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).	
9.1.2.PB.2	Explain why an individual would choose to save money.	Saving money is a habit that can be developed.

Central Idea/Enduring Understanding:

Social Studies:

- Individuals make decisions based on their needs, wants, and the availability of resources.

Reading/Writing:

- Readers understand that knowing the structure of a story helps them comprehend the text.
- Writers understand that describing a character’s actions, thoughts, and feelings enhances a story.
- Learners understand that people make decisions based on their needs and wants.

Essential/Guiding Question:

Social Studies:

- How do we make decisions based on our needs, wants, and resources?

Reading/Writing:

- How do readers identify the beginning, middle, and end of a story?
- How do writers use details about a character’s actions, thoughts, and feelings to make stories more interesting?

Content:

Social Studies:

- *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst - A story about a boy who receives a dollar from his grandparents when they come to visit and how he foolishly spends his money.
- *A Chair for My Mother* by Vera B. Williams - A story of a young girl who helps save money for a chair after a fire destroys her family’s home.

Skills(Objectives):

Social Studies:

- Savings
- Debt
- Investment
- Wants and Needs
- Availability of Resources

Social Studies Grade 2

Reading/Writing:

- *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst - A story about a boy who receives a dollar from his grandparents when they come to visit and how he foolishly spends his money.
- *A Chair for My Mother* by Vera B. Williams - A story of a young girl who helps save money for a chair after a fire destroys her family's home.
- Readers will ask and answer questions about details and information in a text.
- Writers will compose an opinion paragraph that uses reasons to support their opinion.
- Learners will explain how people make choices based on needs, wants, and available resources.

Reading/Writing:

- Story Structure
- Use Illustrations
- Analyze Character
- Write Dialogue
- Message
- Compare Points of View
- Compare Characters
- Write About Character Actions
- Write About How Illustrations Show Character
- Write a Narrative Sentence for an Event
- Write a New Beginning
- Write Dialogue
- Write a New Idea for Characters in a Story
- Write a New Ending
- Write a Dialogue Between Two Characters
- Strengthen Dialogue
- Create a Character Web
- Add Sequence Words to Strengthen Writing
- Write About a Character's Choices
- Revise by Adding More Description

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of needs and wants, character education, different perspectives, and how to learn from other's financial mistakes.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Social Studies - Give a Talk:** Brainstorm, Collect information, Give a Talk- Scholars will give a talk about their money habits- What things should we save for? What are some wants? What are some needs? How can we make a plan with our money?
- **Narrative Task:** Write About a Decision - Scholars will write a short narrative about a character who makes a decision about money. They will create a plot with a beginning, middle, and end.

Scholars will:

- create a plot with a beginning, middle, and end.
- include at least two events.
- use temporal words to signal the order of events.
- include details that express the thoughts and feelings of the character.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

Social Studies Grade 2

- write a sentence that wraps up the story

Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** When should we spend our money and when should we save our money?

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Days 11-12 How people make decisions about money based on wants and needs.

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-3: *Alexander Who Used to Be Rich Last Sunday*

Days 4-6: *A Chair for My Mother*

Days 7-9: *Alexander Who Used to Be Rich Last Sunday*

Day 10- *A Chair for My Mother*

Days 11-12: *Alexander Who Used to Be Rich Last Sunday/ A Chair for My Mother*

Build Understanding

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary
- Reading/Language Analysis

Resources:

SOCIAL STUDIES:

- *Anchor charts*
- *Alexander Who Used to Be Rich Last Sunday*
- *A Chair for My Mother*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [Diversity, Equity, Inclusion Resources](#)

**Be sure to only include applicable resources.*

READING: Texts

- *Alexander Who Used to Be Rich Last Sunday*
- *A Chair for My Mother*

Social Studies Grade 2

WRITING: Narrative Writing <ul style="list-style-type: none"> ● Set the Purpose ● Teach and Model ● Prepare to Write ● Independent Writing Practice: ● Share Writing 		WRITING: Texts <ul style="list-style-type: none"> ● <i>Alexander Who Used to Be Rich Last Sunday</i> ● <i>A Chair for My Mother</i> 	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none"> ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Social Studies Grade 2

Unit Title: Unit 2 Module B - Making Decisions

Overview: This unit of study focuses on how people make decisions about money based on wants and needs. It also delves into the history of money and monetary differences among various countries and cultures.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.2.Geo.HE.4** - Investigate the relationship between the physical environment of a place and the economic activities found there.
- **6.1.2.Geo.GI.1** - Explain why and how people, goods, and ideas move from place to place.
- **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).

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in a literary text to demonstrate understanding of key details in a text.
- **RL.CI.2.2-**Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.PP.2.5.** - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- **RI.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in an informational text to demonstrate understanding of key details in a text.
- **RI.CI.2.2-**Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **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.
- **RI.PP.2.5-** Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RI.MF.2.6.-** Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7-** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RI.CT.2.8-** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

NJSLS ELA Reading Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.

Social Studies Grade 2

- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.AW.2.1.** - With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.AW.2.1.A-** Introduce an opinion.
- **W.AW.2.1.B-** Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C-** Provide a conclusion.
- **W.WP.2.4.** - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.C-** With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.SE.2.7-** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **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.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.G-** With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary

Social Studies Grade 2

- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.KL.2.1.A-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B-** Compare formal and informal uses of English
- **L.VL.2.2-** Determining or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Social Studies Grade 2

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children’s literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).	Money comes in different values, forms, and uses.
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.
9.1.2.FP.2	Differentiate between financial wants and needs.	External factors can influence the items that an individual wants or needs.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).	
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.	A budget is a plan that helps an individual obtain his/her financial goals.
9.1.2.PB.2	Explain why an individual would choose to save money.	Saving money is a habit that can be developed.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.	Income is received from work in different ways including regular payments, tips, commissions, and benefits.

Central Idea/Enduring Understanding:

Social Studies:

- 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 policymaking and societal outcomes.
- Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.

Essential/Guiding Question:

Social Studies:

- What is the difference between needs and wants?
- How does scarcity and choice influence decisions made by individuals, communities, and nations?
- How do incentives vary between and among producers and consumers?
- How does supply and demand influence price and output of products?
- How is the availability of private and public goods and services influenced by the global market and government?
- How are the production, distribution, and consumption of goods and services interrelated and affected by the global market and events in the world community?

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<ul style="list-style-type: none">● Personal, family, and community history is a source of information for individuals about the people and places around them. <p>Reading/Writing:</p> <ul style="list-style-type: none">● Readers understand that asking and answering questions helps clarify their comprehension of a text.● Writers understand that authors use reasons to support their opinions.● Learners understand the effects that available resources have on people's choices.	<ul style="list-style-type: none">● How does money, savings, debt, and investment play a role in individuals' lives?● Why is it important to set long-term goals when making financial decisions within the community?● How have local and state communities changed over time? <p>Reading/Writing:</p> <ul style="list-style-type: none">● How do readers ask and answer questions to better understand a text?● How do writers support their opinions with reasons and explanations?
<p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none">● <i>Money Matters!</i> by Nikki Tate-Stratton - A book to inform readers about basic economic principles underlying the use of money. It also teaches how to make wise decisions about spending and saving their own money. <p>Reading/Writing:</p> <ul style="list-style-type: none">● <i>Money Matters!</i> by Nikki Tate-Stratton - A book to inform readers about basic economic principles underlying the use of money. It also teaches how to make wise decisions about spending and saving their own money.● <i>I Wanna Iguana</i> by Karen Kaufman Orloff - A humorous exchange between a boy and his mother.● Readers will ask and answer questions about details and information in a text.● Writers will compose an opinion paragraph that uses reasons to support their opinion.● Learners will explain how people make choices based on needs, wants, and available resources.	<p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none">● Wants and Needs● Availability of Resources● Supply and Demand● Economics● Producers and Consumers● Production, Distribution, and Consumption of Goods and Services● Global Market● Money, Savings, Debt, and Investment● Financial Decisions● Local and State Communities <p>Reading/Writing:</p> <ul style="list-style-type: none">● Identify the Main Purpose of a Text● Connect the Focus of a Paragraph to the Main Topic● Use Text Features to Locate Facts● Use Words and Phrases● Ask and Answer Questions● Analyze Text Features● Story Structure● Character Traits● Point of View● Compare and Contrast Texts● Main Topic and Message● Write an Opinion Statement● Write an Opinion Paragraph● Write an Opinion About a Text● Write and Provide Reasons for an Opinion● Write an Opinion About Text Features

Social Studies Grade 2

- Write an Opinion to Answer a Question Using Conjunctions
- Revise and Strengthen Opinion Paragraph
- Rewrite a Response to a Letter
- Write a Letter to a Character
- Plan an Opinion Paragraph
- Write Paragraphs to Explain an Opinion
- Revise and Strengthen an Opinion Piece

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of needs and wants, character education, different kinds of money, and how to learn from other's financial mistakes.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Social Studies - Give a Talk:** Brainstorm, Collect information, Give a Talk- Scholars will give a talk about how where you live has an impact on how you spend or save money?
- **Opinion Writing:** Write an opinion. Scholars will write an opinion about something they want and why they should have it. They will introduce their wants, state their opinion, and offer reasons to support their opinion.
- **Scholars will:**
 - introduce what they want.
 - state their opinion about why they should have it.
 - supply reasons that support their opinion.
 - use linking words that connect their reasons to the opinion.

Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** How could you earn money at your house?

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Days 1-7 Discuss how where you live affects the decision you make about money. Discuss how money, goods and people move from one place to another. Discuss the difference between borrowing,

Resources:

SOCIAL STUDIES

- *Anchor charts*
- *Money Matters!*
- *I Wanna Iguana*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

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trading and selling goods that affect your decisions about money.

- Days 11-12 discuss how people make decisions about money based on wants and needs.

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [Diversity, Equity, Inclusion Resources](#)

**Be sure to only include applicable resources.*

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-6: *Money Matters!*

Days 7-10: *I Wanna Iguana*

Days 11-12: *Money Matters! / I Wanna Iguana*

Build Understanding

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary
- Reading/Language Analysis

WRITING: Narrative Writing

- Set the Purpose
- Teach and Model
- Prepare to Write
- Independent Writing Practice:
- Share Writing

READING: Texts

- *Money Matters!*
- *I Wanna Iguana*

WRITING: Texts

- *Money Matters!*
- *I Wanna Iguana*

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels

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<p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention</p>	<p>(auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Unit 3 Module A - Building Ideas

Overview: This unit of study focuses on the roles of government, and citizens efforts leading to conflict resolution. Utilizing various resources to develop an understanding of history and historical figures, and outcomes from impactful historical events.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.2.CivicsPI.1** - Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.3** - Explain how individuals work with different levels of government to make rules.
- **6.1.2.HistoryUP.3** - Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- **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.CivicsDP.1** - Explain how national symbols reflect on American values and principles.

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- **6.1.2.CivicsDP.3** - Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in a literary text to demonstrate understanding of key details in a text.
- **RL.CI.2.2**-Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.PP.2.5.** - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF.2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **L.VI.2.3.C**- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RI.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in an informational text to demonstrate understanding of key details in a text.
- **RI.CI.2.2**-Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **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.
- **RI.PP.2.5**- Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
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- **RI.AA.2.7**- Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RI.CT.2.8**- Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

NJSLS ELA Reading Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.B**- Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
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NJSLS ELA Writing

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- **W.AW.2.1.** - With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.AW.2.1.A-** Introduce an opinion.
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- **W.AW.2.1.C-** Provide a conclusion.
- **W.WP.2.4.** - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.C-** With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.WR.2.5-** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

NJSLS Foundational Skills: Writing Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening.
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills.
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging.
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives.
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NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

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Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.	Critical thinkers must first identify a problem then develop a plan to

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9.4.2.CT.2	Identify possible approaches and resources to execute a plan	address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.	
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.

<p><u>Central Idea/Enduring Understanding:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● The United States democratic system requires active participation of its citizens. ● In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems. ● Key historical events, documents, and individuals led to the development of our nation. ● Prejudice and discrimination can be obstacles to understanding other cultures. <p>Reading/Writing:</p> <ul style="list-style-type: none"> ● Readers understand that illustrations in literary texts and specific features in informational texts can help them understand what they read. ● Writers understand that using multiple sources makes research-based writing stronger. ● Learners understand that a person’s life story can reveal big ideas about historical events. 	<p><u>Essential/Guiding Question:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> ● How does the United States function as a representative democracy? ● How do the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels? ● What is the process for creating change at the local, state, or national level? ● How does collaboration help solve global problems? ● How are key historical documents related to present day government and citizenship? ● How can stereotyping and prejudice lead to conflicts? <p>Reading/Writing:</p> <ul style="list-style-type: none"> ● How do readers use illustrations and text features to better understand what they read? ● How can writers gather ideas from different sources?
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<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> ● <i>Theodore Roosevelt: The Adventurous President</i> by Lisa DeMauro - A biography with fairly detailed information about Roosevelt’s experiences, such as family life, travels, and political life. ● <i>Marching with Aunt Susan</i> by Claire Rudolf Murphy - The text is an introduction to Susan B. Anthony and the fight for women’s 	<p><u>Skills(Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> ● Democracy ● Civic Responsibilities ● Women’s Suffrage ● Wants and Needs ● Availability of Resources ● American Folklore ● Historical Documents ● Prejudice
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suffrage. It also explores the issues of discrimination and gender roles as experienced by a young girl.

Reading/Writing:

- *Theodore Roosevelt: The Adventurous President* by Lisa DeMauro - A biography with fairly detailed information about Roosevelt's experiences, such as family life, travels, and political life.
- *Marching with Aunt Susan* by Claire Rudolf Murphy - The text is an introduction to Susan B. Anthony and the fight for women's suffrage. It also explores the issues of discrimination and gender roles as experienced by a young girl.
- Readers will explain how illustrations and text features help them make better sense of what they read.
- Writers will create a biographical sketch using multiple sources.
- Learners will explain how a person's life story can reveal big ideas about historical events.

- Discrimination

Reading/Writing:

- Text Features
- Ask and Answer Questions
- Use Text Features
- Historical Events
- Finding Key Details
- Poetry Structure
- Text Details
- Connections Between Historical Events
- Points of View
- Make Connections
- Author's Purpose
- Make a Clear Statement
- Use Text Details
- Write About a Text Feature
- Choose and Write About a Specific Event
- Choose a Topic and List Questions
- Create a Quotation
- Research a Question and Write an Answer
- Research a Time Period
- Write an Informative/Explanatory Paragraph
- Explain Connections
- Use Reliable Sources and Take Notes
- Organize Research to Write a Draft
- Revise and Strengthen a Research Paper

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of government, character education, different historical perspectives, and how we collaborate with each other.

Stage 2: Assessment Evidence

Performance Task(s):

- **Social Studies - Give a Talk:** Brainstorm, Collect information, Give a Talk-Scholars will give a talk about how past historical figures and citizens have changed the country for the better?
- **Informative/Explanatory Task:** Write a biographical sketch. Children will work in small groups to conduct research about an American who did something special to help our country. The research should focus on the contributions he or she made to our country.

Student Self-Assessment(s):

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:

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- **Social Studies - Turn and Talk:** How has our country progressed over time?

- Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies - use a T-chart to document how our country has progressed over time
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Days 1-6 Discuss responsibilities of community and local government leaders. Discuss the role of government leaders in making laws.
- Days 8-11 Discuss how stereotyping and prejudice can lead to conflict. Discuss how certain characteristics can help individuals collaborate and solve problems.
- Days 12-13 discuss how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-6: Theodore Roosevelt: The Adventurous President

Day 7: *Lincoln*

Days 8-11: *Marching with Aunt Susan*

Days 12-13: Theodore Roosevelt: The Adventurous President/ *Lincoln/ Marching with Aunt Susan*

Build Understanding

- Set the Purpose
- Engage Scholars
- Read

Resources:

SOCIAL STUDIES

- *Anchor charts*
- *Theodore Roosevelt: The Adventurous President*
- *Marching with Aunt Susan*
- *Lincoln*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [Respect Ability: Fighting Stigmas. Advancing Opportunities](#)
- [Diversity, Equity, Inclusion Resources](#)

**Be sure to only include applicable resources.*

READING: Texts

- *Theodore Roosevelt: The Adventurous President*
- *Marching with Aunt Susan*
- *Lincoln*

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<ul style="list-style-type: none"> ● Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence ● By-the-Way Words & Benchmark Vocabulary ● Reading/Language Analysis <p>WRITING: Narrative Writing</p> <ul style="list-style-type: none"> ● Set the Purpose ● Teach and Model ● Prepare to Write ● Independent Writing Practice: ● Share Writing 	<p>WRITING: Texts</p> <ul style="list-style-type: none"> ● <i>Theodore Roosevelt: The Adventurous President</i> ● <i>Marching with Aunt Susan</i> ● <i>Lincoln</i>
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <p>Prompts - Write in Response to Reading</p> <ul style="list-style-type: none"> ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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		If...then...Quick Check	
		ReadyUp! Intervention	

Unit Title: Unit 3 Module B - Building Ideas

Overview: This unit focuses on how local government and community members meet the need and assure the safety of its members. The students will gain an understanding of how all people play an important role in the community to accomplish a common goal.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **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.
- **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.EconET.2** - Cite examples of choices people make when resources are scarce.
- **6.3.2.GeoGI.2** - Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in a literary text to demonstrate understanding of key details in a text.
- **RL.CI.2.2**-Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.PP.2.5.** - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF.2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in an informational text to demonstrate understanding of key details in a text.
- **RI.CI.2.2**-Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **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.
- **RI.PP.2.5**- Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RI.MF.2.6**.- Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.

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- **RI.AA.2.7-** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RI.CT.2.8-** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

NJSLS ELA Reading Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.AW.2.1.** - With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.AW.2.1.A-** Introduce an opinion.
- **W.AW.2.1.B-** Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C-** Provide a conclusion.
- **W.WP.2.4.** - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.C-** With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.WR.2.5-** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **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.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.UM.2.5.** - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Foundational Skills/Writing Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening.
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills.
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging.
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives.
- **L.KL.2.B-** Compare formal and informal uses of English.
- **L.VL.2.2-** Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

NJSLS Science

- **2-LS2: Ecosystems: Interactions, Energy, and Dynamics**

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities

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- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children’s literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.	
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.1.2.CAP.4	List the potential rewards and risks to starting a business.	There are benefits and drawbacks to being an entrepreneur.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems.	

Central Idea/Enduring Understanding:

Social Studies:

- Roles of local community and government leaders in providing services to the community.
- Individuals and government affect decisions for the common good.
- Individuals make decisions to make change based on their wants, needs, and availability of resources
- Earth Day-research the laws that protect the earth

Reading/Writing:

- Readers understand the importance of asking and answering questions about key details in texts.

Essential/Guiding Question:

Social Studies:

- How do community members and local governments work together to better the community?
- How do individuals and government make decisions together for the common good?
- How do an individual’s wants, needs, and available resources affect their decisions regarding improving the community?
- How does protecting the earth improve our community?

Reading/Writing:

- How do readers ask and answer questions to identify key details in texts?
- How can writers use facts and details to develop a topic?

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<ul style="list-style-type: none">• Writers understand that facts and details help develop topics in writing.• Learners understand that turning an idea into action requires determination and hard work.	
<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none">• <i>Change Makers</i> by Libby Martinez- Examples of young people who work hard on various projects that help change the world for the better.• <i>City Green</i> by DyAnne DiSalvo Ryan - A story about a community that turns an ugly, abandoned lot into a beautiful garden. <p>Reading/Writing:</p> <ul style="list-style-type: none">• <i>Change Makers</i> by Libby Martinez- Examples of young people who work hard on various projects that help change the world for the better.• <i>City Green</i> by DyAnne DiSalvo Ryan - A story about a community that turns an ugly, abandoned lot into a beautiful garden.• Readers will explain how asking and answering questions leads them to understand key details in text.• Writers will create explanatory text that introduces a topic and develops it with facts and details.• Learners will explain how ideas need to become actions in order to improve a community.	<p><u>Skills (Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none">• Map Skills• Economics• Wants and Needs• Availability of Resources• Goods and Services• Supply and Demand• Protecting the Environment <p>Science:</p> <ul style="list-style-type: none">• Recycling <p>Reading/Writing:</p> <ul style="list-style-type: none">• Main Topic and Details• Connections Between Events• Using Images• Determine Author’s Main Purpose• Supporting Reasons• Ask and Answer Questions• Story Structure• Details• Point of View• Illustrations• Compare the Structure of Poems• Compare Language Choice• Write a Paragraph to Explain the Main Topic• Use Text Features to Help Write Summaries• Draw an Illustration and Write a Caption• Revise a Paragraph• Write a Summary• Plan Questions for an Interview• Write an Informative/Explanatory Paragraph• Write and Illustrate a Letter• Write Using Point of View• Design and Describe Your Own Park• Revise and Strengthen Writing• Write to Compare
<p><u>Interdisciplinary Connections:</u></p> <p>The texts/activities in this unit will support the learning and understanding of how local governments and community members can work together to promote change in their community. Students will learn about service, responsibility, a variety of community needs, and how to collaborate with others.</p>	

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Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Social Studies - Give a Talk:** Brainstorm, Collect information, Give a Talk- Scholars will give a talk about their community needs and opportunities for improvement.
- What are your community needs? How could you support change in your community? HOW could you establish a relationship with your local government to better your community?
- **Social Studies** - Collect data from sources around our school about litter-who, what, when, where, and why
- **Informative/Explanatory Task:** Design a Park - Scholars will design a park and explain how the park will benefit their community.
- **Scholars will:**
 - write about the qualities and characteristics of their park.
 - write about how the park will benefit the community.
 - illustrate their newly designed park.

Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** How could you make change in your community?

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Days 1-6 Discuss how local government and community members can have an impact in their communities and help other communities around them.
- Days 7-10 Discuss how a community can come together to make a change for the better.
- Day 12 Discuss how people make decisions about money based on wants and needs.

Resources:

SOCIAL STUDIES

- *Anchor charts*
- *Change Makers*
- *City Green*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

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<p><u>Daily Lesson Components (see ReadyGen TE)</u></p> <p>READING: Daily Lessons Days 1-6: <i>Change Makers</i> Days 7-10: <i>City Green</i> Days 11 <i>City Trees and Poems from Cricket</i> <i>Nevers Does</i> Day 12: <i>Change Makers and City Green</i></p> <p>Build Understanding</p> <ul style="list-style-type: none"> ● Set the Purpose ● Engage Scholars ● Read ● Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence ● By-the-Way Words & Benchmark Vocabulary ● Reading/Language Analysis <p>WRITING: Narrative Writing</p> <ul style="list-style-type: none"> ● Set the Purpose ● Teach and Model ● Prepare to Write ● Independent Writing Practice: ● Share Writing 	<p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● Diversity, Equity, Inclusion Resources <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none"> ● <i>Change Makers</i> ● <i>City Green</i> <p>WRITING: Texts</p> <ul style="list-style-type: none"> ● <i>Change Makers</i> ● <i>City Green</i> 		
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading 	<p>Reader's & Writer's Journal</p> <p>Prompts - Write in Response to Reading</p> <ul style="list-style-type: none"> ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p>

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<ul style="list-style-type: none"> ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Independent Reading</p> <ul style="list-style-type: none"> ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Unit 4 Module A - Facing Challenges and Changes

Overview: This unit of study focuses on how the physical environment and human characteristics could make a location a good or challenging place to live. Also, how environmental characteristics influence a region where people live.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **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).
- **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).
- **6.3.2.CivicsPD.1** - With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why,* and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.CI.2.2**-Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)

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- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.PP.2.5.** - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF.2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in an informational text to demonstrate understanding of key details in a text.
- **RI.CI.2.2-**Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **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.
- **RI.PP.2.5-** Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RI.MF.2.6.-** Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7-** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RI.CT.2.8-** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

NJSLS ELA Reading Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.AW.2.1.** - With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.AW.2.1.A-** Introduce an opinion.
- **W.AW.2.1.B-** Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C-** Provide a conclusion.
- **W.WP.2.4.** - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.C-** With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.WR.2.5-** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

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NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **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.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.UM.2.5.** - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Foundational Skills: Writing Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.KL.2.1**- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills.
- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.C**- Supply adjectives in noun phrases to make them more precise or engaging.
- **L.WF.2.3.F**- Use an apostrophe to form contractions and frequently occurring possessives.
- **L.KL.2.B**- Compare formal and informal uses of English.
- **L.VL.2.2**- Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VL.2.2.E**- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3**- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and

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	compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children’s literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.	
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	

Central Idea/Enduring Understanding:

Social Studies:

- Physical and human characteristics affect where people live and settle.

Essential/Guiding Question:

Social Studies:

- How do human and cultural characteristics affect where people live?
- How have communities changed over time?

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<ul style="list-style-type: none">● Environmental characteristics influence how and where people live.● Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.● Identify problems that need a solution. <p>Reading/Writing:</p> <ul style="list-style-type: none">● Readers understand that characters face challenges in stories.● Writers understand that a character's actions, thoughts, and feelings are revealed through details.● Learners understand that facing challenges leads to change in people.	<ul style="list-style-type: none">● Why would/wouldn't someone live in an area with frequent natural disasters?● What can communities do to solve a problem? <p>Reading/Writing:</p> <ul style="list-style-type: none">● How do readers identify characters' responses to events and challenges?● How can writers use details to describe the actions, thoughts, and feelings of characters?
<p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none">● <i>The Earth Dragon Awakes</i> by Laurence Yep - A story of how two families are affected by the Great Earthquake of 1906.● <i>Seek the Sun</i> by Phillis Gershator - A story about a shoemaker and his wife who, along with their neighbors, are affected by the construction of a tall office building in their city.● Chart Work-How to Solve a Problem <p>Reading/Writing:</p> <ul style="list-style-type: none">● <i>The Earth Dragon Awakes</i> by Laurence Yep - A story of how two families are affected by the Great Earthquake of 1906.● <i>Seek the Sun</i> by Phillis Gershator - A story about a shoemaker and his wife who, along with their neighbors, are affected by the construction of a tall office building in their city.● Readers will recount and describe characters' challenges in stories.● Writers will create narrative texts that include challenges and characters' responses to those challenges.	<p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none">● Government● Community Laws● Civic Responsibility● Community Members Working Together● Effects of Natural Disasters● Immigrants● Environmental Concerns● Regions● Culture● Traditions● Prejudice● Stereotyping <p>Reading/Writing:</p> <ul style="list-style-type: none">● Points of View● Character Responses● Summarize● Connect Events and Ideas● Central Message● Determine the Central Moral● Character Responses● Story Structure● Compare and Contrast● Compare and Contrast Stories● Story Structure: Conclusions● Write a Scene Between Two Characters● Write About a Character● Retell a Scene● Write About a Character's Response to an Event● Expand Upon a Scene

Social Studies Grade 2

- Learners will explain how facing challenges leads people and communities to change.

- Write a Sequence of Events
- Write a Scene to Tell a Story's Central Message
- Use Text Evidence to Write a Scene
- Identify Characters' Responses
- Create a Storyboard
- Create a Draft of a Myth
- Write a Strong Conclusion
- Revise, Edit, and Publish

Interdisciplinary Connections: The texts/activities in this unit will support the learning and understanding of various cultures in communities, respecting people's differences, and collaboration in service.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Social Studies - Give a Talk:** Brainstorm, Collect information, give a talk- scholars will give a talk about how physical characteristics influence communities. (How do natural disasters affect where people live? How do people show service after a natural disaster?)
- **Social Studies Task** - Write to the local government to ask for signs that will help students cross at crosswalks.
- **Narrative Task:** Write About Henry and Chin - Scholars will write a short story about Henry and Chin from *The Earth Dragon Awakes* that describes an adventure the boys might have during the rebuilding of San Francisco after the earthquake.
- **Scholars will:**
 - write a short sequence of events about Henry and Chin's adventure.
 - include details to describe how the characters feel and what they are thinking.
 - describe the actions of the characters.
 - use temporal words to signal event order.
 - provide a conclusion.

Student Self - Assessment(s):

- **Social Studies - Turn and Talk:** How do natural disasters affect communities?

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary

Connections

- Days 1-10 Discuss how different physical and human characteristics influence where people live.
- Day 12 Discuss how people make decisions about where and how they live. Discuss how to solve a problem.

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-7: *The Earth Dragon Awakes*

Days 8-10: *Seek the Sun*

Days 12: *The Earth Dragon Awake/Seek the Sun*

Build Understanding

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary
- Reading/Language Analysis

WRITING: Narrative Writing

- Set the Purpose
- Teach and Model
- Prepare to Write
- Independent Writing Practice:
- Share Writing

Resources:

SOCIAL STUDIES

- *Anchor charts*
- *The Earth Dragon Awakes*
- *Seek the Sun*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [Diversity, Equity, Inclusion Resources](#)

**Be sure to only include applicable resources.*

READING: Texts

- *The Earth Dragon Awakes*
- *Seek the Sun*

WRITING: Texts

- *The Earth Dragon Awakes*
- *Seek the Sun*

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support</p> <p>If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

Unit Title: Unit 5 Module A - Pioneering New Ideas and New Worlds

Overview: This unit focuses on understanding how folk heroes and stories have contributed to the development of the country. Students will gain an understanding of how John Chapman (Johnny Appleseed) helped the pioneers by traveling and planting apple trees, to help new regions of America be developed.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- 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.

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- **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).

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in a literary text to demonstrate understanding of key details in a text.
- **RL.CI.2.2**-Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.PP.2.5.** - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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NJSLS ELA Writing

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- **W.AW.2.1.A**- Introduce an opinion.

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- **W.AW.2.1.B-** Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C-** Provide a conclusion.
- **W.WP.2.4.** - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
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Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.	

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<p><u>Central Idea/Enduring Understanding:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none">● 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.● The physical environment can both accommodate and be endangered by human activities.● Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.● Availability of resources affects economic outcomes.● Key historical events, documents, and individuals led to the development of our nation.● The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.● American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. <p>Reading/Writing:</p> <ul style="list-style-type: none">● Readers understand that texts on the same topic have similarities and differences.● Writers understand that opinions need strong reasons to support them.● Learners understand that personal journeys can affect historical events.	<p><u>Essential/Guiding Question:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none">● What kind of information can be found on different types of maps and how is that information useful?● How has the location and spatial relationship of places contributed to cultural diffusion and economic interdependence?● How can physical and political maps be used to explain cultural diffusion and economic interdependence?● How are digital geographic tools, political maps and globes useful?● How have landforms, climate and weather, and the availability of resources impacted where and how people live and work in different regions?● What are the characteristics of the different regions of the United States?● How has human interaction impacted the environment in New Jersey and the United States?● In what ways do people use and distribute natural resources?● How does the availability of resources affect people across the world differently?● What key events led to the creation of the United States?● How has folklore and the actions of famous historical and fictional characters from other regions of the United States contributed to the American national heritage?● How has the American identity evolved over time? <p>Reading/Writing:</p> <ul style="list-style-type: none">● How can readers benefit from reading different texts on the same topic?● How do writers use reasons to support their opinions on a topic?
<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none">● <i>John Chapman: Planter and Pioneer</i> by Ron Fridell - A text that describes the man who became famous as the legendary Johnny Appleseed.● <i>Johnny Appleseed</i> by Lola M. Schaefer - A biography about the life of John Chapman,	<p><u>Skills(Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none">● Settlers● Legends and Folklore● Biographies● Landforms● Weather and Climate● Natural Resources

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<p>commonly known as Johnny Appleseed. This nonfiction text provides factual information related to Chapman’s life and his travels.</p> <ul style="list-style-type: none"> ● Poetry - <i>Planting a Tree</i> by Nancy Byrd Turner, <i>Trees</i> by Harry Behn <p>Reading/Writing:</p> <ul style="list-style-type: none"> ● <i>John Chapman: Planter and Pioneer</i> by Ron Fridell - A text that describes the man who became famous as the legendary Johnny Appleseed. ● <i>Johnny Appleseed</i> by Lola M. Schaefer - A biography about the life of John Chapman, commonly known as Johnny Appleseed. This nonfiction text provides factual information related to Chapman’s life and his travels. ● Poetry - <i>Planting a Tree</i> by Nancy Byrd Turner, <i>Trees</i> by Harry Behn. ● Readers will compare and contrast main ideas from two texts on the same topic. ● Writers will state an opinion and support it with reasons. ● Learners will explain how personal journeys can affect the history of communities. 	<ul style="list-style-type: none"> ● Human Interaction with the Environment ● Map Skills ● Availability of Resources <p>Reading/Writing:</p> <ul style="list-style-type: none"> ● Main Topic and Details ● Ask and Answer Questions ● Main Purpose ● How Reasons Support Points ● Determine Word Meaning ● Identify Reasons ● Interpret a Timeline ● Use Text Features ● Supporting Reasons ● Main Purpose ● Word Choice ● Compare Texts ● Contrast Main Ideas ● Support an Opinion Using Reasons and Evidence ● Write an Opinion Paragraph ● Support Opinions with Reasons and Evidence ● Connect Opinions and Reasons with Linking Words ● Support an Opinion with Examples and Details ● Write a Well-Developed Concluding Statement ● State and Support an Opinion About a Text Feature ● State and Support an Opinion ● Planning an Opinion Piece ● Draft an Opinion Piece ● Revise and Strengthen an Opinion Piece ● Edit and Publish an Opinion Piece
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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of community development, service, character education, and respecting nature.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> ● Social Studies - Give a Talk: Brainstorm, Collect information, Give a Talk- Why did he choose to plant in particular locations? Why were apples a good choice to plant? How did his planting affect the region? ● Opinion Task: Write About Lessons Learned - Scholars will think about some of the lessons that we can learn from 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> ● Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics
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Social Studies Grade 2

Johnny Appleseed such as: use what you have, share what you have, respect nature. Scholars will choose one of the lessons and write their opinion about why they think the lesson is still important in today's world.

- **Scholars will:**
 - introduce the lesson they learned.
 - state an opinion about the lesson.
 - supply reasons that support the opinion.
 - use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons.
 - provide a conclusion.

Student Self-Assessment(s)

- **Social Studies -Turn and Talk:** How did Johnny Appleseed affect his region positively?

- Reading/Language Analysis
- Write in Response to Reading
- Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary

Connections

- Days 1-10/12 Discuss how John Chapman(Johnny Appleseed) helped with the expansion to the west by planting apple trees and helping settlers living in the frontier..

Daily Lesson Components (see ReadyGen TE)

READING:

Daily Lessons

Days 1-6: *John Chapman Planter and Pioneer*

Days 7-10: *Johnny Appleseed*

Resources:

SOCIAL STUDIES

- *Anchor charts*
- *John Chapman Planter and Pioneer*
- *Johnny Appleseed*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [Diversity, Equity, Inclusion Resources](#)

**Be sure to only include applicable resources.*

READING: Texts

- *John Chapman Planter and Pioneer*
- *Johnny Appleseed*

Social Studies Grade 2

<p>Days 11-12: John Chapman Planter and Pioneer/Johnny Appleseed</p> <p>Build Understanding</p> <ul style="list-style-type: none"> ● Set the Purpose ● Engage Scholars ● Read ● Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence ● By-the-Way Words & Benchmark Vocabulary ● Reading/Language Analysis <p>WRITING: Narrative Writing</p> <ul style="list-style-type: none"> ● Set the Purpose ● Teach and Model ● Prepare to Write ● Independent Writing Practice: ● Share Writing 	<p>WRITING: Texts</p> <ul style="list-style-type: none"> ● <i>John Chapman Planter and Pioneer</i> ● <i>Johnny Appleseed</i>
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Text Club Routines TR24-27</p>	<p>Reader's & Writer's Journal</p> <p>Prompts - Write in Response to Reading</p> <ul style="list-style-type: none"> ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> ● Unlock the Text ● Unlock the Writing 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators,

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Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	<ul style="list-style-type: none"> ● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	dictionaries
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Unit Title: Unit 5 Module B - Pioneering New Ideas and New Worlds

Overview: This unit of study focuses on understanding maps, how the country expanded, why certain regions were settled in more than others, and how our country changed over time.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **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).
- **6.1.2.HistoryCA.1** - Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- **6.1.2.Geo.SV.1** - Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in a literary text to demonstrate understanding of key details in a text.
- **RL.CI.2.2**-Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.PP.2.5.** - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF.2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in an informational text to demonstrate understanding of key details in a text.
- **RI.CI.2.2**-Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **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.
- **RI.PP.2.5**- Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.

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- **RI.MF.2.6.**- Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7**- Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RI.CT.2.8**- Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

NJSLS ELA Reading Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.B**- Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.AW.2.1.** - With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.AW.2.1.A**- Introduce an opinion.
- **W.AW.2.1.B**- Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C**- Provide a conclusion.
- **W.WP.2.4.** - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.C**- With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.WR.2.5**- Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **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.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.UM.2.5.** - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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NJSLS Foundational Skills: Writing Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.KL.2.1**- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills.
- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.C**- Supply adjectives in noun phrases to make them more precise or engaging.
- **L.WF.2.3.F**- Use an apostrophe to form contractions and frequently occurring possessives.
- **L.KL.2.B**- Compare formal and informal uses of English.
- **L.VL.2.2**- Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.VL.2.2.E**- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3**- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice

Social Studies Grade 2

- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children’s literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
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.	Individuals from different cultures may have different points of view and experiences. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
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.CT.2	Identify possible approaches and resources to execute a plan.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	

Central Idea/Enduring Understanding:

Social Studies:

- 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.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
- People make decisions based on their needs, wants, and the availability of resources.
- Economic opportunities in the west are related to the availability of resources and technology.

Essential/Guiding Question:

Social Studies:

- What kind of information can be found on different types of maps and how is that information useful?
- How has the location and spatial relationship of places contributed to cultural diffusion and economic interdependence?
- How have landforms, climate and weather, and the availability of resources impacted where and how people live and work in different regions?
- How has human interaction impacted the environment in the United States?
- How are the regions of the United States alike and different?
- Why are some locations more suited for settlement than others?
- In what ways do people use and distribute natural resources?
- How can geographic and demographic tools be used to understand cultural differences?
- How has scarcity and choice influenced decisions made by individuals, communities, and nations?
- In what ways have geography, transportation, natural resources, climate, transportation, technology, and/or

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<ul style="list-style-type: none">● Key historical events, documents, and individuals led to the development of our nation.● Personal, family, and community history is a source of information for individuals about the people and places around them.● American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.● Cultures struggle to maintain traditions in a changing society. <p>Reading/Writing:</p> <ul style="list-style-type: none">● Readers understand that different types of texts can be used to learn about similar topics.● Writers understand the importance of well-sequenced events, details, and conclusions in stories.● Learners understand that people's journeys to settle in new places helped our country grow.	<p>the labor force impacted the regions of the United States?</p> <ul style="list-style-type: none">● What key events led to the creation of the United States?● How have Native American groups influenced the different regions of the United States?● How has the American identity evolved over time?● How have various cultural groups dealt with the conflict between maintaining traditional beliefs and values and adopting new ones? <p>Reading/Writing:</p> <ul style="list-style-type: none">● How can readers use both literary and informational texts to learn about similar topics?● How do writers use details to describe characters and events?
<p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none">● <i>Pioneers to the West</i> by John Bliss - An informational text about real people who traveled west across the United States to find new opportunities and start new lives.● <i>Going West</i> by Jean Van Leeuwen - A story about a young girl in the 1800s traveling with her family to start a new life in the West. The purpose is to tell how and why families chose to move west in the 1800s.● Poetry - <i>Home on the Range</i> by Dr. Brewster Higley and <i>The Gateway Arch</i> by Diane Siebert <p>Reading/Writing:</p> <ul style="list-style-type: none">● <i>Pioneers to the West</i> by John Bliss - An informational text about real people who traveled west across the United States to find new opportunities and start new lives.● <i>Going West</i> by Jean Van Leeuwen - A story about a young girl in the 1800s traveling with her family to start a new life	<p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none">● Map Skills● Availability of Resources● Needs and Wants● Natural Resources● Patterns of Settlement● Climate and Weather● Regions● Transportation● Human Interactions Impact the Environment● Culture● Native Americans <p>Reading/Writing:</p> <ul style="list-style-type: none">● Text Features● Identify Cause and Effect● Temporal Words● Main Purpose and Key Details● Describe Connections● Use Images● Characters' Responses

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<p>in the West. The purpose is to tell how and why families chose to move west in the 1800s.</p> <ul style="list-style-type: none"> ● Poetry - <i>Home on the Range</i> by Dr. Brewster Higley and <i>The Gateway Arch</i> by Diane Siebert ● Readers will glean information about similar topics from both literary and informational texts. ● Writers will create sequenced narratives that include details and a conclusion. ● Learners will explain how people's journeys have helped our country grow. 	<ul style="list-style-type: none"> ● Dialogue ● Story Structure: Conclusion ● Central Message ● Author's Purpose ● Visual Images ● Write a Narrative Using Facts and Details ● Ask and Answer Questions in Order to Write a Narrative ● Plan a Narrative ● Draft a Narrative ● Identify and Describe Connections ● Plan Out Illustrations for a Narrative ● Write a Summary Statement About a Point of View ● Rewrite the Point of View of a Scene ● Write a Narrative ● Revise a Narrative
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Interdisciplinary Connections: The texts/activities in this unit will support the learning and understanding of character education, collaboration, various communities, and different perspectives.

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> ● Social Studies - Give a Talk: Brainstorm, Collect information, Give a Talk- Scholars will give a talk about development of our country out west. (How did western development benefit our country? How did people choose an area to develop, based on available resources?) ● Narrative Task: Write About a Journey West - Scholars will write a short story about a pioneer child who shows bravery using ideas and information from the texts they read. ● Scholars will: <ul style="list-style-type: none"> ○ recount a well-elaborated event or short sequence of events. ○ include details to describe actions, thoughts, and feelings. ○ use temporal words to signal event order. ○ provide a conclusion. <p>Student Self-Assessment(s):</p> <ul style="list-style-type: none"> ● Social Studies - Turn and Talk: How did people choose which areas to migrate to and develop? 	<p>Other Evidence:</p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> ● Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A & B ● End-of-Unit Assessment
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Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary

Connections

- Days 1-10 Discuss the opportunities that the people had been moving west. Discuss the benefits and the challenges that they faced, while looking for a better life.
- Days 11-12 Compare the text for differences and similarities to help in understanding the reasons and benefits of moving west.

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-6: Pioneer to the West

Days 7-10: Going West

Days 11-12: Pioneer to the West/Going West

Build Understanding

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary
- Reading/Language Analysis

WRITING: Narrative Writing

- Set the Purpose
- Teach and Model
- Prepare to Write
- Independent Writing Practice:
- Share Writing

Resources:

SOCIAL STUDIES

- *Anchor charts*
- *Pioneer to the West*
- *Going West*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [Diversity, Equity, Inclusion Resources](#)

**Be sure to only include applicable resources.*

READING: Texts

- *Pioneer to the West*
- *Going West*

WRITING: Texts

- *Pioneer to the West*
- *Going West*

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <p>Prompts - Write in Response to Reading</p> <ul style="list-style-type: none"> ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> ● Unlock the Text ● Unlock the Writing ● Performance-Based <p>Assessment Lesson</p> <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

Unit Title: Government, Maps Skills and Goods and Services (Marking Period 4)

Overview: The texts/activities in this unit will support the learning and understanding of how government works, at a local, state and federal level. Learn and understand maps, keys and cardinal directions. Learn and understand how to provide or receive services, as individuals or community, in school, home and neighborhood.

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Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.2.CivicsPI.6** - Explain what government is and its function.
- **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).
- **6.1.2.CivicsCM.3** - Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **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).
- **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).
- **6.1.2.Geo.HE.3** - Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.EconET.5** - Describe how local and state governments make decisions that affect individuals and the community.
- **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.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

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Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children’s literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.1.2.CR.2	List ways to give back, including making donations,volunteering, and starting a business.	

Central Idea/Enduring Understanding:

Social Studies:

Government

- The United States government consists of three branches including executive, judicial, and legislative.
- Government is a group of citizens who lead a community
- American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- The United States democratic system requires active participation of its citizens.
- Governments make decisions that affect citizens and the community. The government decided that kids should be required to go to school. The government makes decisions in an emergency to keep people safe.

Essential/Guiding Question:

Social Studies:

Government

- How is our government structured?
- What is the government and its purpose?
- How have “fairness,” “equality,” and the “common good” influenced new laws and policies over time at the local and national levels of the United States government?
- How do the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels?
- How does our government affect our daily lives? What decisions has the government made that affect us today?

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<p>Maps, Geography, & Environment</p> <ul style="list-style-type: none"> • Maps help display and organize physical features such as continents, oceans, rivers, lakes, and mountains. • Maps can be used for specific purposes such as fire drill routes, learning centers, and driving routes. • Components of a map are used to understand and explain components of an environment. • 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. • Places have landmarks that can be used for things like emergency meeting spots, playing areas, symbols, etc. • Characteristics of regions in New Jersey and the United States. <p>Goods & Services</p> <ul style="list-style-type: none"> • Specific skills and knowledge are needed to make goods and provide services • Local businesses and citizens create goods and provide services. • Other communities might focus on providing different goods and services than ours. 	<p>Maps, Geography, & Environment</p> <ul style="list-style-type: none"> • What kind of information can be found on different types of maps and how is that information useful? • How can maps be used in our everyday lives? • How are properties of a map useful? What are legends, cardinal directions, scales, and symbols? • How has the location and spatial relationship of places contributed to cultural diffusion and economic interdependence? • How have landforms, climate and weather, and the availability of resources impacted where and how people live and work in different regions. • How can school landmarks be identified and useful? • What are some important regions in our state and country? <p>Goods & Services</p> <ul style="list-style-type: none"> • What skills would we need to create something new that could solve a problem? What skills would a teacher need to provide a service each day? • What are some local businesses or entities that provide goods and services? • What are some businesses or entities in other communities that provide goods and services?
<p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Week 1-2: Government <ul style="list-style-type: none"> ○ StudyWeekly: Week 3: Principles of Democracy ○ Study Weekly: Week 5: Purpose & Structure of Government ○ BrainPop Jr.: Branches of Government. Local and State Government • Week 3-4: Map Skills <ul style="list-style-type: none"> ○ Brainpop Jr.: Reading Maps ○ StudyWeekly: Week 13 Maps skills. ○ Compass Rose activity in week 13 of Study weekly. ○ Map Key activity in week 13 of Study weekly. 	<p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Map Skills • Availability of Resources • Needs and Wants • Natural Resources • Patterns of Settlement • Climate and Weather • Regions • Transportation • Human Interactions Impact the Environment • Culture • Native Americans

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<ul style="list-style-type: none">○ Video on how to read a map. Link under resources.○ All about New Jersey Nat Geo. Link under resources.○ Video and quiz about geography of the United States. Link under resources.● Week 5-6: Goods and Services<ul style="list-style-type: none">○ BrainPop Jr.: Good and Services○ StudyWeekly: Week 6: Government Services○ Video explains the difference between Goods and Services. Link under resources. <p>Reading/Writing Students will read, write and respond to the topics of Government, Map skills and Goods and Services.</p>	
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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of character education, collaboration, various communities, and different perspectives.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u> Performance Based Assessment:</p> <ul style="list-style-type: none">● Study Weekly assessments● Compare rose worksheet● Map key worksheet● Virtual quizzes <p>Student Self-Assessment(s):</p> <ul style="list-style-type: none">● Social Studies -Turn and Talk: How is our government structured? <p>How do you use a map?</p> <p>Explain the difference between goods and services.</p>	<p><u>Other Evidence:</u> Formative assessment:</p> <ul style="list-style-type: none">● Class discussing● Turn and Talk <p>Summative Assessment:</p> <ul style="list-style-type: none">● Year end benchmark
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u> SOCIAL STUDIES: Build Understanding</p> <ul style="list-style-type: none">● Set the Purpose● Engage Scholars● Read● Turn and Talk	<p><u>Resources:</u> SOCIAL STUDIES</p> <ul style="list-style-type: none">● <i>Social StudyWeekly</i>● Cooperative Children's Book Center● <i>How to read a map video:</i> https://www.youtube.com/watch?v=bAjOUOCIt1U
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	<ul style="list-style-type: none"> ● <i>Good and Services video:</i> https://www.youtube.com/watch?v=Jd4kD9TicbA ● <i>All about New Jersey Nat Geo:</i> https://kids.nationalgeographic.com/geography/states/article/new-jersey ● <i>Video & quiz on United States:</i> https://study.com/academy/lesson/united-states-geography-lesson-for-kids.html#lesson <p>Additional Social Studies Resources:</p> <ul style="list-style-type: none"> ● The New Jersey Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Learning for Justice <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● Diversity, Equity, Inclusion Resources <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Text Club Routines TR24-27</p>	<ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p>	<ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks</p>

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<p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> ● Games / Videos ● Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention</p>	<p>Allow for translators, dictionaries</p>
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Unit Title: Holidays/Observances/Events

Overview: This unit of study focuses on the recognition of the nuances of one's own and other cultures. Students will engage in the quest to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups of people.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **6.1.2.CivicsPI.6:** Explain what government is and its function.
- **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.
- **6.1.2.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.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.
- **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.
- **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.

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- **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.
- **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.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).

NJSLS ELA Reading:

- **RI.CR.2.1.** Ask and answer such questions to demonstrate understanding of key details in an informational text referring explicitly to the text as the basis for the answers.
- **RI.CI.2.2.** Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **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.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RI.CT.2.8** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

NJSLS ELA Writing

- **W.AW.2.1.** With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.WR.2.5** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.RW.2.7** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **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.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.	
<p><u>Central Idea/Enduring Understanding:</u> Scholars will...</p> <ul style="list-style-type: none"> ● Labor Day <ul style="list-style-type: none"> ○ Understand that Labor Day celebrates the American workers and how their hard work has helped this country to do well and prosper. ○ Discuss the value of balancing an active lifestyle. ● Commodore Barry Day <ul style="list-style-type: none"> ○ Understand who Commodore Barry was, how he earned his title and his contributions towards the United States Navy. ○ Identify advances made in naval ships. ● Hispanic Heritage Month <ul style="list-style-type: none"> ○ Celebrate the days that countries in Central and South America declared their independence. ○ Display the location of the countries on a map. ○ Demonstrate the similarities between each country's Independence Day to that of our country. ● Constitution Day <ul style="list-style-type: none"> ○ Demonstrate an understanding that citizens have a responsibility to follow rules and laws. ● Indigenous Peoples' Day 		<p><u>Essential/Guiding Question:</u> When do we celebrate these holidays/observances/events?</p> <p>Why do we celebrate these holidays/observances/events?</p> <p>How do these holidays/observances/events help us appreciate different cultures and perspectives?</p> <ul style="list-style-type: none"> ● Labor Day - First Monday in September ● Commodore Barry Day - September 13th ● Hispanic Heritage Month-September 15th through October 15th <ul style="list-style-type: none"> ○ an Independence Day-Sept. 16th ○ Mexico ● Constitution Day - September 17th ● Indigenous Peoples' Day - October 12th

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- Demonstrate an understanding of Indigenous Peoples' diverse cultures of North America.
- Reflect on the different perspectives of various groups of people.
- Demonstrate an understanding that different positions have different responsibilities and that all have to work together to achieve a common goal.

- **Veteran's Day**

- Demonstrate an understanding of the branches of the military.
- Identify the importance of memorials.
- Recognize the sacrifice our veterans make for our freedoms.

- **Thanksgiving**

- Understand the history of Thanksgiving
- Compare things we are grateful for with things the Native Americans and Colonists were grateful for
- Understand Native American traditions regarding gratitude

- **Muslim Heritage Month**

- Understand the meaning of Muslim Heritage Month and why it is recognized.
- Acknowledge the many positive and productive contributions which Muslim people have provided to society and the world as a whole.

- **Dr. Martin L. King, Jr. Day**

- Compare Dr. King's childhood to their own.
- Illustrate an accomplishment of Dr. King.
- Discuss the impact of Dr. King's speech.
- Describe the accomplishments of famous African Americans.

- **Holocaust Remembrance Day**

- Understand that people from all cultures are unique and important.
- Discuss overcoming challenges in their life.

- **Black History Month**

- **Veteran's Day** - November 11th

- **Thanksgiving** - 4th Thursday in November

- **Muslim Heritage Month**- January

- **Dr. Martin L. King, Jr. Day** - Third Monday in January

- **Holocaust Remembrance Day** - January 27th

- **Black History Month**-February

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- Understand the meaning of Black (African) History Month and why it is recognized.
- Acknowledge the many positive and productive contributions which Black (African) Americans have provided to society and the world as a whole.

- **Freedom Day**

- Describe what freedom means to them.
- Explain the importance of wreath laying ceremonies.

- **Presidents' Day**

- Understand that Presidents' Day celebrates the 1st and the 16th President of the United States.
- Compare and contrast George Washington and Abraham Lincoln.

- **Women's History**

- Explain the accomplishments of various famous American females.
- Understand the challenges which they overcame.

- **Celebrate Diversity Month**

- Describe what "Diversity" means. Take time to recognize diversity within the school setting, community and world around us.
- Discuss and explore differences in a positive, productive and nurturing environment.
- Recognize and celebrate a variety of differences allowing for further understanding and acceptance.

- **Emancipation Day**

- Discuss the meaning of slavery and describe ways people gained their freedom.
- Recognize that real people have demonstrated responsible leadership and identify characteristics that have made them good examples.
- Demonstrate an understanding of ways to communicate both verbal and nonverbal.

- **Arbor Day/Earth Day**

- **Freedom Day** - February 1st

- **Presidents' Day** - 3rd Monday in February

- **Women's History** - March

- **Celebrate Diversity Month** - April

- **Emancipation Day** - April 16th

- **Earth Day:** April 22

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<ul style="list-style-type: none">○ Celebrate the importance of trees and their impact on our lives.○ Recognize how citizens can do their part to protect our environment.● Asian American Pacific Islander Heritage Month<ul style="list-style-type: none">○ Celebrate the importance of the heritage and contributions of people of Asian Decent.● Memorial Day<ul style="list-style-type: none">○ Demonstrate an understanding of the sacrifices people have made so that we can have the rights and freedoms we do today.○ Identify symbols of the United States and describe their importance.○ Describe what bravery and courage means.● Flag Day<ul style="list-style-type: none">○ Explain the symbolism of the American Flag.○ Recognize that song lyrics tell a story.○ Understand why this day is recognized and celebrated.○ Compare and contrast the meaning of patriotic songs.● Juneteenth<ul style="list-style-type: none">○ Explain the basic concepts of diversity, tolerance, responsibility and respect for others.○ Recognize real people who have demonstrated creativity and innovation by creating new products and services.	<ul style="list-style-type: none">● Arbor Day: Last Friday in April● Asian American Pacific Islander Heritage Month- May● Memorial Day - Last Monday of May● Flag Day - June 14th● Juneteenth - June 19th
<p>Content:</p> <ul style="list-style-type: none">● Labor Day is a day set aside to celebrate workers in the United States of America. Many people have off of work and use the day to take part in various aspects of their culture.● Commodore John Barry was an important figure in American history. He is known as “The Father of the American Navy”. He was given the important task of putting together our navy as the American colonies were fighting for independence from England and was made a Captain in the Continental Navy. Commodore Barry remained head of the navy until his death on September 13,	<p>Skills(Objectives):</p> <ul style="list-style-type: none">● Civil Rights● Freedom● Oppression● Symbols of Freedom● Famous American Women● Women’s Suffrage

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1803. The Commodore Barry Bridge, in honor of Commodore John Barry, opened in 1974 which crosses the Delaware River connecting Pennsylvania and New Jersey.

- **Hispanic Heritage Month** is a month-long celebration of Hispanic/Latino culture. From September 15 to October 15, many Hispanic/Latino countries celebrate their independence. We take the opportunity to learn about influential Hispanic/Latinos that have made great contributions to the world.
- **Constitution Day** is observed on September 17 to commemorate the signing of the Constitution on September 17, 1787. Delegates to the Constitutional Convention met for the last time to sign the document.
- **Indigenous Peoples' Day** is observed on the second Monday in October (Columbus Day). The Holiday commemorates the struggles and mistreatment of the original inhabitants of North America. Indigenous Peoples' Day offers an opportunity to present a more comprehensive learning perspective of the Settlement of the Americas.
- **Veteran's Day** is a national holiday celebrated on November 11 to honor military veterans for their service. "World War I – known at the time as "The Great War" - officially ended when the Treaty of Versailles was signed on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice or temporary cessation of hostilities, between the Allied nations and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of "the war to end all wars."
- **Thanksgiving** is a national holiday celebrated on the fourth Thursday in November commemorating a feast between Wampanoag Native Americans and Plymouth Colonists. This day provides an opportunity to recognize what we are grateful for,

- Underground Railroad
- Cultural Diversity
- Heroes
- Famous African American Inventors
- The Constitution of the United States
- Rules
- Patriotism

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as the Colonists and Native Americans were grateful for the past year's harvest and survival. We can also take this time to learn more about Native Americans' culture and how they give thanks.

- **Muslim Heritage Month** is celebrated throughout the month of January. During this time, individuals are encouraged to learn about the many accomplishments by Muslims while also working together to combat the continued prejudice and discrimination their community faces.
- **Dr. MLK, Jr. Day** is an American federal holiday honoring the birthday of Dr. King which is celebrated on the third Monday in January. It is a time when the nation pauses to remember the life and work of Dr. King.
- **Holocaust Remembrance Day** is an annual day of commemoration, the UN urges every member state to honor the six million Jewish victims of the Holocaust and millions of other victims of Nazism and to develop educational programs to help prevent future genocides.
- **Black History Month** is designated as February. During this time, individuals are encouraged to learn about the many positive contributions and accomplishments which Black (African) Americans have achieved.
- **Freedom Day** is an observance in the United States that honors the signing of a resolution that proposed the 13th amendment of the nation's constitution on February 1, 1865. Abraham Lincoln, who was the president at the time, signed the resolution to outlaw slavery. This anniversary is annually observed on February 1.
- **Presidents' Day** is a federal holiday where we celebrate the 1st and 16th Presidents of the United States. It is celebrated on the third Monday in February.
- **Women's History month** (March) is celebrated to honor the important contributions and accomplishments of women throughout society.

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- **Celebrate Diversity Month** is April. Throughout the month, individuals are encouraged to recognize the unique backgrounds, cultures and traditions of others. This is an effort to gain a better understanding and appreciation for the rich diversity amongst us.
- **Emancipation Day** is a holiday in Washington D.C. to mark the anniversary of the signing of the Compensated Emancipation Act, which president Abraham Lincoln signed on April 16, 1862.
- **Arbor/Earth Day's** purpose is to encourage people to plant trees, and many communities traditionally take the opportunity to organize tree-planting and litter-collecting events on or around the holiday.
- **Asian Pacific Islander Heritage Month** is celebrated during the month of May. We celebrate the culture and heritage of the people from Asian and Pacific region of the world.
- **Memorial Day** is observed on the last Monday of May. It commemorates all men and women who have died in military service for the United States.
- **Flag Day** is celebrated on June 14 in the United States. It commemorated the adoption of the flag of the United States of America.
- **Juneteenth** is a celebration commemorating the ending of slavery in the United States. The Emancipation Proclamation became official on January 1, 1863 but it wasn't until June 19, 1865 that the news reached Galveston, Texas that all enslaved were now free.

Interdisciplinary Connections:

The discussions/activities in this unit emphasize character education initiatives, art and cultural celebrations, recognize and celebrate various cultures through month-long acknowledgement, word language awareness, climate and environmental conservation.

Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - Interviews
 - Journal Responses
 - Learning Logs

Other Evidence:

Rubrics

- Teacher Observation and Anecdotal Notes

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<ul style="list-style-type: none">o Listso Graphic Organizerso Exit Ticketso Quizzes● Artistic Products<ul style="list-style-type: none">o Posters, Charts,o Graphs, Diagramso Projectso Illustrations with Captionso Murals, Dioramas, Collageso Photographs● Multiple-form Products (Writing, Drawing, and Speaking)<ul style="list-style-type: none">o Oral Presentationso Debateso Role Playo Reenactments	<ul style="list-style-type: none">● Class and Group Discussion● Student Participation - Individual and Group● Cooperation● Collaboration
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Labor Day</u></p> <ul style="list-style-type: none">● Read about the history and the various Labor Day traditions that take place in the United States.● Share their own traditions and experiences celebrating Labor Day <p><u>Commodore Barry</u></p> <ul style="list-style-type: none">● Watch the video. Engage students with a discussion about who John Barry was and how he earned the honorary title of “Commodore”. Discuss how the Navy has changed since his time of command.● Discuss the contributions Commodore John Barry made to the United States and that he is known as the father of the United States Navy. Show students pictures of ships used during the Revolutionary War. Discuss with students the difficulty of sailing during that time. Using a Venn diagram, have students compare ships of the revolutionary time to those of today.	<p><u>Resources:</u></p> <p><u>Labor Day</u></p> <ul style="list-style-type: none">● History of Labor Day Site https://www.ducksters.com/holidays/labor_day.php● Video about labor day’s history https://www.brainpop.com/socialstudies/ushistory/laborday/movie <p>Username- ptms1 password- hornets</p> <p><u>Commodore Barry Day</u></p> <ul style="list-style-type: none">● Video about Commodore John Barry https://www.youtube.com/watch?v=rQUJkfUMJjs● Read aloud background on John Barry from this kid friendly website https://www.askaboutireland.ie/learning-zone/primary-students/3rd-+-4th-class/3rd-+-4th-class-environme/sea-time-story/famous-irish-mariners/commodore-john-barry/
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Hispanic Heritage Month

- Highlight each country that is celebrating their independence during morning announcements on the day in which the country celebrates.
- Recognize Past and present Hispanic/Latino/Latinx people that have shown or provided great contributions to the world.
- Discuss cultural diversity between the Hispanic country
- Discuss the diversity of foods in other cultures. Celebrate Hispanic heritage by making guacamole or some other cultural food.

Constitution Day

- Discuss with students how the Constitution provides everyone with rights, like the right to own personal property. Explain that all citizens have these rights. Compare these rights to classroom rules and those rules help protect students' individual rights.
- Define terms: heritage, landmark, and memorial. Discuss that many memorials are located in Washington, DC. Via the Internet, view an original copy of the **United States Constitution** and discuss the importance of this document

Indigenous Peoples' Day

- Discuss the original inhabitants of North America. Describe the culture and symbols of the Native American people. Demonstrate the variety of cultures within the Indigenous Peoples Community.
- Define the following terms: Indigenous, Native American, Settlement
- Utilize resources to share the way of life of various Native American groups.

Veteran's Day

- Show students a picture of the Memorial Monument in Browns Mills located at the intersection of Trenton Road and Circle Drive. Discuss the

Hispanic Heritage Month

- Learn about famous hispanic americans- Cesar Chavez (brainpop username- ptms1, password-hornets)
<https://www.brainpop.com/socialstudies/famoushistoricalfigures/cesarchavez/movie>
- Learn about famous hispanic americans-Pele (brainpop username- ptms1, password-hornets)
<https://www.brainpop.com/socialstudies/famoushistoricalfigures/pele/movie>
- Learn about famous hispanic americans-Sonia Sotomayor (brainpop username- ptms1, password-hornets)
<https://www.brainpop.com/socialstudies/famoushistoricalfigures/soniasotomayor/movie>
- Read aloud: The life of Ritchie
<https://www.youtube.com/watch?v=TOLgs1ROapM>

Constitution Day

- The Constitution Schoolhouse Rock
<https://www.youtube.com/watch?v=TOLgs1ROapM>
- Studies weekly-
 - Unit 2, week 7, article 2 the constitution
 - Unit 2, week 8, article 2- the constitution guides the government

Indigenous People Day

- PBS video explaining who indigenous people are.
<https://why.pbslearningmedia.org/resource/indigenous-peoples-all-about-the-holidays/indigenous-peoples-all-about-the-holidays/>
- Native of American info by regions
<https://kids.nationalgeographic.com/history/topic/native-americans>

Veteran's Day

- Watch informational video on Veteran's Day & veterans (brainpop username- ptms1, password-hornets)

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importance of the monument. Have students draw a picture of a monument to honor future Veterans.

- Show students pictures of people in Army, Navy, Air Force, Marine, and Coast Guard uniforms. Discuss each of these branches of the military. Have students write a thank you card to a military veteran. Display the cards on a bulletin board.
- Read aloud *Veterans: Heroes in our Neighborhood* by Valerie Pfundstein. Discuss the difference between Veteran's Day and Memorial Day. Create a bulletin board of family members who have served or are still serving.
- History of Veteran's Day

Thanksgiving

- Watch videos about the historical events leading up to Thanksgiving and facts about the first Thanksgiving.
- Listen to a story about how Native of Americans give thanks and share traditions during various holidays.
- Engage in a variety of activities aligned with the We Are Grateful story.

Muslim Heritage Month

- Read aloud *Hannah and the Ramadan Gift* by Qasim Rashid. Hannah is too young to fast for Ramadan but wants to do her part and observe this important month. What is she to do? Discuss with the class choices she can make to recognize her heritage and good deeds she can do to make the world a better place.
- Read aloud *My Grandma and Me* by Mina Javaherbin. This book captures the love between Mina, a young girl growing up in Iran, and her grandmother, whom Mina follows everywhere. Through the little joys of their everyday lives and practice of Islam, and through the love that Mina's two grandmothers — one Muslim, one Christian. Compare and contrast the two cultural traditions. Discuss and share things they enjoy to do with grandparents or relatives.

Dr. Martin Luther King, Jr.

- Read aloud *Martin Luther King, Jr., and the March on Washington* by Frances E. Ruffin. Discuss why King's "I Have a Dream" speech is so important.

<https://www.brainpop.com/socialstudies/ushistory/veteransday/movie>

- Listen to read aloud 'The Poppy Lady'
https://www.youtube.com/watch?v=1wOC_y3mQnl
- Print and color poppy wreath or picture in honor of veterans
<http://clipart-library.com/clipart/19-kTKnMoETj.htm#>
<http://clipart-library.com/poppy-coloring-pages-for-kids.html>

Thanksgiving

- Watch informational video about "Thanksgiving" (brainpop username- ptms1, password-hornets)
<https://jr.brainpop.com/socialstudies/holidays/thanksgiving/>

Muslim Heritage Month

- [Hannah and the Ramadan Gift](#)
- [My Grandma and Me](#)
- [What is Hijab? - Hear from a Muslim Woman | Dr. Tesneem Alkiek](#)
- [Deep in the Sahara Book](#)
 - [Descriptive Writing Worksheet](#)
- <https://www.teachingwhilemuslim.org/muslimheritage>
- <https://www.twinkl.com/resources/culture-and-diversity-social-studies-second-grade-usa/world-religions-culture-and-diversity-social-studies-second-grade-usa/islam-world-religions-culture-and-diversity-social-studies-second-grade-usa>

Dr. Martin Luther King, Jr.

- *Martin Luther King, Jr., and the March on Washington* by Frances E. Ruffin (or similar book)

Social Studies Grade 2

Brainstorm what students dream about that could make the world a better place. Using Microsoft Word, students write a short paragraph explaining this dream.

- View Martin Luther King Jr.'s "I Have a Dream" speech online. Discuss the meaning of the speech and why it had such an impact on United States history.
- Students choose a famous African-American to research. Students use library resources, articles, and Internet sites such as Wikipedia to learn about the person. Students write a biographical journal entry pretending to be this famous person, and create a picture depicting the person. Students may also provide a simple timeline of the person's life. Students may opt to work in pairs or small groups. Assemble journal entries into a class book.

Holocaust Remembrance Day


- Share the video about diversity and lead a discussion about different cultures.
- Have students write about their culture and things that make them special.

Black History Month

- As an introduction to this month's celebration, students should have a short lesson on slavery and how it evolved in America. Vocabulary words such as: abolitionist, bondage, underground railroad, freedom, Juneteenth, Emancipation Proclamation, escape, and property. (Note: be mindful of students' ages and maturity level. Graphic explanations or pictures are not necessary at this grade level).
- Discuss the scientist, Garrett Morgan. Explain to students the importance of the Traffic Light. Show the video which explains many of his inventions.
- Students are to write a short opinion piece, on why they believe his invention of the traffic light was important.
- Read (or view) the story "George Washington Carver". Discuss his background, and how he persevered. Present the video which discusses his contributions.
- Create a class venn diagram with both Garrett Morgan and George Washington Carver.

- [The Story of Martin Luther King, Jr. by Kid President](#)
- <http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>
- <https://www.varsitytutors.com/englishteacher/i-have-a-dream-lesson-plans>
- Martin's Big Words Bookflix (Username: Emmons/PW: bookflix)
<https://bookflix.digital.scholastic.com/pair/detail/bk0003pr/story?authCtx=U.600074537>

Holocaust Remembrance Day

- Discuss accepting differences and cultures
 [Cultures of the World | A fun overview o...](#)
- <https://www.liveworksheets.com/re1328761pe>

Black History Month

- [\(13\) This Inventor Risked His Life on His Own Invention.Garrett Morgan Deeper Than Read\(Episode 1\) - YouTube](#)
- [\(13\) The Story of George Washington Carver - YouTube\(13\)](#)
- [George Washington Carver Read Aloud - YouTube](#)
- "Hidden Figures", by Margot Lee Shetterly
- [\(13\) Hidden Figures | Storytime Read Aloud !\[\]\(f03d94f2c54d9744ed3771af3b829c57_img.jpg\) - YouTube](#)
- "A Computer Called Katherine" by Suzanne Slade
- [\(13\) Black Women in Science: A Black History Book for Kids, by Dr. Kimberly Brown Pellum. Book Minute - YouTube](#)

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- Read the story “Hidden Figures”. Discuss with class the importance of these 4 women as they relate to NASA (National Aeronautic Space Administration)
- After researching an African American who contributed to society, have students create a short “Little Black History Fact” to be read during the morning announcements.

Freedom Day

- Discuss the importance of the 13th Amendment. Explain that the 13th Amendment ended slavery in the United States.

Presidents’ Day

- Read/watch biographies about George Washington and Abraham Lincoln.
- Compare and contrast George Washington and Abraham Lincoln.
- Discuss the job of the President, Why we have one and the role the President has in our country.

Women’s History

- Read aloud *If You Lived When Women Won Their Rights* by Anne Kamma. Discuss Susan B. Anthony’s role in winning the right to vote. Read aloud “Ida B. Wells: Let the Truth Be Told” or present the video. This should coincide with the reading of “Marching with Aunt Susan” (ReadyGen.) Engage students in a discussion about these two individuals. Address similarities and differences between them. Assist students with creating a Venn Diagram or T-Chart of the two women.
- Read aloud “Back of the Bus” (or view video). Discuss Rosa Parks’ role in helping to change segregation laws. Assist students with making a

Freedom Day

- [Holidays for Kids: National Freedom Day](#)

Presidents’ Day

- Video about Abraham Lincoln (brainpop username-ptms1, password- hornets)
<https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/>
- Video about George Washington (brainpop username-ptms1, password- hornets)
<https://jr.brainpop.com/socialstudies/biographies/georgewashington/>
- George Washington & Abraham Lincoln Presidents Day Facts for Kids
<https://www.youtube.com/watch?v=x3E5wMBABqU>
- Venn diagram printable to compare the presidents
<https://www.studenthandouts.com/00/200811/venn2.pdf>

Women’s History

- Read aloud on Ida B. Wells
[Ida B. Wells: Let the Truth Be Told \(Literally Cultured Read Aloud\) - YouTube](#)
- “Back of the Bus” by Aaron Reynolds
[\(2\) Back of the Bus \(Rosa Parks Story\) Read Aloud w/ Words on Screen - YouTube](#)
- [\(2\) Rosa Parks for Kids | Biography Video - YouTube](#)
- “Rosa” by Nikki Giovanni
[\(2\) Rosa - YouTube](#)
- “Fly High! The Story of Bessie Coleman” by Louise Borden and Mary Kay Kroeger
<https://www.youtube.com/watch?v=xe9De1yW0KI>
- “Amelia Earhart” by Grace Hansen

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T-chart showing the similar experiences both Ida B. Wells and Rosa Parks endured.

- Read Aloud “Fly High! The Story of Bessie Coleman” and “Amelia Earhart”. Discuss with class the obstacles which these women faced when trying to learn how to fly. Help students make a class list of the ways in which these two women persevered in order to achieve their goals.
- Read aloud *A Picture Book of Eleanor Roosevelt* by David Adler. Discuss the accomplishments of this first lady. Visit a website about the first ladies.
- Provide students with a list of famous American women. Give a brief synopsis of each of these women. Students choose a woman in whom they are interested. Students read books and/or Internet sites about this woman. Students complete a factual book of at least 6 pages about this woman. Each page in the book depicts at least one fact. The book should also include a simple timeline of the woman’s life.

Celebrate Diversity Month

- Engage students in a discussion about what “Diversity” is.
- Read “Teach your Dragon About Diversity”. After, discuss with students what they learned.
- Invite students to create a picture of themselves. Have them share their picture with the class while describing how they are unique.
- Discuss the importance of being yourself and appreciating differences that others share.
- Provide a designated area in the classroom, where books on this topic may be displayed and read by students.

Emancipation Day

- Explain the meaning of Emancipation Day.
- Read aloud *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud. Discuss the meaning of slavery and explain the escape to freedom was difficult. Discuss how the quilt was a secret means of communication. Have students create a quilt square and assemble into a class quilt.

<https://www.youtube.com/watch?v=7pYH2g14BC8>

- *A Picture Book of Eleanor Roosevelt* by David Adler
<https://www.youtube.com/watch?v=FSTi02UupYc>
- Famous American Women:
https://www.ducksters.com/biography/women_leaders/

Celebrate Diversity Month

- Teach Your Dragon About Diversity by Steve Herman
[Kids Books Read Aloud - Teach Your Dragon About Diversity by Steve Herman - YouTube](#)
[What Makes Us Unique? Our First Talk About Diversity by Dr.Jillian Roberts | Reading Aloud - YouTube](#) (mentions different kinds of families-2 moms or 2 dads as part of many details of what makes us unique)
- [Children’s Books that Celebrate Diversity](#)
Note: It’s Ok To Be Different (one page citing 2 moms and/or dads)
Mommy, Mama and Me and Daddy, Papa and Me (share the loving bond between same-sex parents and their children)

Emancipation Day

- Factual information-
<https://www.timeanddate.com/holidays/us/emancipation-day-dc#:~:text=Emancipation%20Day%20is%20a%20holiday,annually%20held%20on%20April%202016.>

Social Studies Grade 2

Read aloud *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson. Discuss the fight for freedom and how innovative enslaved people ran to freedom.

Arbor Day

- Watch a video about the history of Arbor Day to build background knowledge of the holiday.
- Learners will select a tree to color and decorate. Students will be exposed to a variety of tree species.
- Students will develop an understanding of the term biodiversity and its relation to trees.

Asian Pacific Islander Heritage Month

- Discuss the cultural diversity of the Asian Pacific islands and their importance.
- Discuss the diversity in foods and cuisine that comes from the Asian/ Pacific Islands.
- Recognize past and present Asian Pacific Islanders that have made great contributions to the world.

Memorial Day

- Discuss the importance of Memorial Day and how Americans show their pride on American holidays. Have students identify various patriotic symbols and their significance.
- Read *Memorial Day* by Jacqueline S. Cotton. Discuss the importance of the day and how it is celebrated.
- Watch Memorial Day- What is it? Why do we honor it?-Kid history to develop background knowledge of Memorial Day.

Flag Day

- Read about Flag Day and how it came to be. Discuss why it is important to honor our flag.
- Students view a presentation which discusses the meaning of Flag Day and **WHY** it is celebrated.

- *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud
<https://www.youtube.com/watch?v=y4r-LEutmLk>
- *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson
https://www.youtube.com/watch?v=Gsb-_VbWIBU

Arbor Day

-  **PBS LEARNING MEDIA | Arbor Day | P...**
- <https://www.coloring.ws/trees.htm?PHPSESSID=3097cc8a56d976113dc0f6c5a889f6f2>

Asian Pacific Islander Heritage Month

- 31 People to Celebrate During Asian American Pacific Islander (AAPI) Heritage Month
<https://www.furiarubel.com/news-resources/31-people-to-celebrate-during-asian-american-pacific-islander-aapi-heritage-month/>
- How to use chopsticks
<https://www.youtube.com/watch?v=UHOCqll-458>

Memorial Day

- List of Patriotic Symbols with games-
<http://americanhistory.mrdonn.org/Symbols.html>
- [Memorial Day - What is it? Why do we honor it? - Kid History](#)
- *Memorial Day Surprise* by Theresa Martin Golding
<https://www.youtube.com/watch?v=vJcKj4S7jZ8>

Flag Day

- Crafts-
<http://www.enchantedlearning.com/crafts/flagday>
- [What is Flag Day? | Flag Day Facts For Kids - YouTube](#)

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- Read aloud *I Pledge Allegiance* by Bill Martin, Jr. Discuss the meaning of the words to “The Pledge of Allegiance.” Discuss why the flag has 13 stripes and 50 stars. Students use construction paper and other art materials to make an American flag. Have students use their flags in a patriotic parade to celebrate Memorial Day or Flag Day.
- Students demonstrate their knowledge and understanding of the American Flag.
- Students learn the words to “The Star-Spangled Banner” and discuss meaning. Students practice singing song.

Juneteenth

- Explain why Juneteenth is celebrated by African-Americans. Watch the video.
- Read *Juneteenth for Mazie* by Floyd Cooper. Discuss how students feel when they are told they cannot do something. How do they feel when they are told yes? What do they do to celebrate a special occasion? Have students color the Juneteenth Flag.
- Explain to students that Juneteenth is a celebration of freedom. One of those freedoms was the freedom to learn. Slaves were kept from learning to read and write until slavery was abolished. Show students pictures of African-American inventors and their inventions. Discuss their contributions.

- *I Pledge Allegiance* by Bill Martin, Jr. https://www.youtube.com/watch?v=1o-AokVY_gg
- [IXL | Learn 2nd grade social studies \(D-American Symbols...#2\)](#)
- Song- <https://www.youtube.com/watch?v=PWMMy7Rpk5Bo>

Juneteenth

- <https://youtu.be/gWBliKh8A2E>
- *Juneteenth for Mazie* by Floyd Cooper (or similar book) https://www.youtube.com/watch?v=8icqK_KUtQY
-  Juneteenth Flag.pdf

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

**Be sure to only include applicable resources.*

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Readers & Writer’s Journal</p> <ul style="list-style-type: none"> ● Prompts-Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth 	<ul style="list-style-type: none"> ● Utilize technology ● Provide interest-based learning choices ● Provide student work samples ● Problem-solve collaboratively using background knowledge, 	<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory,</p>

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<p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR 24-27</p> <p>Reading or Language Analysis Practice/Apply Using Small Group Discussion Routine Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>talents, and skills</p> <ul style="list-style-type: none"> • Critical thinking questions • Small group instruction • General use of varied modalities – kinesthetic, visual, auditory, tactile 	<ul style="list-style-type: none"> • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention</p>	<p>visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Pacing Guide

Course Name	Resource	Standards
MP 1		
UNIT 1 Module A Understanding Communities 15 days	ReadyGen Literacy-Unit 1 Module A Module A-PBA- Narrative Writing 15 days	Social Studies and ELA as determined in previous indicators
UNIT 1 Module B Understanding Communities 15 Days	ReadyGen Literacy-Unit 1 Module B Module B-PBA- Informative/Explanatory Writing 14 days	Social Studies and ELA as determined in previous indicators

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MP 1-2		
UNIT 2 Module A Making Decisions	ReadyGen Literacy- Unit 2 Module A Module A PBA - Narrative Writing 15 days	Social Studies and ELA as determined in previous indicators
MP 2		
UNIT 2 Module B Making Decisions	ReadyGen Literacy- Unit 2 Module B Module B PBA- Opinion Writing 14 days	Social Studies and ELA as determined in previous indicators
UNIT 3 Module A Building Ideas 15 days	ReadyGen Literacy-Unit 3 Module A Module A-PBA- Informative Writing 15 days	Social Studies and ELA as determined in previous indicators
UNIT 3 Module B Building Ideas 15 days	ReadyGen Literacy-Unit 3 Module B Module B-PBA- Informative/Explanatory Writing 15 days	Social Studies and ELA as determined in previous indicators
MP 3		
UNIT 4 Module A Building 15 days	ReadyGen Literacy-Unit 4 Module A Module A-PBA- Narrative Writing 15 days	Social Studies and ELA as determined in previous indicators
UNIT 5 Module A Building 15 days	ReadyGen Literacy-Unit 5 Module A Module A-PBA- Opinion Writing 15 days	Social Studies and ELA as determined in previous indicators
UNIT 5 Module B Building 15 days	ReadyGen Literacy-Unit 5 Module B Module A-PBA- Narrative Writing 15 days	Social Studies and ELA as determined in previous indicators
MP 4		
Marking Period 4 Social Studies unit on Government, Goods & Services, and Maps	End of Year-Benchmark	Social Studies as determined in previous indicators
MP 1-4		
Holidays/Observances/Events based on the calendar year.	Differentiated based on Holidays/Observances/Events	Social Studies/ELA as applicable in the above document.