

Original Adoption: 2023 NJSLs English Language Arts and English as a Second Language (8-21-24); Math NJSLs Mathematics (8-21-24); 2020 NJSLs Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: Social Studies Curriculum Team

**Social Studies
Curriculum Map
SECOND GRADE**

Content Area: Social Studies

<p><u>Chapter 1:</u></p> <ul style="list-style-type: none"> ● Families Today and in the Past 	<p>September 12, 2025 - October 14, 2025 21 days</p>
<p><u>Chapter 2:</u></p> <ul style="list-style-type: none"> ● People, Places and Nature 	<p>October 24, 2025 - November 18, 2025 19 days</p>
<p><u>Chapter 3:</u></p> <ul style="list-style-type: none"> ● Government 	<p>December 05, 2025 - December 23, 2025 15 days</p>
<p><u>Chapter 4:</u></p> <ul style="list-style-type: none"> ● People Who Supply Our Goods and Services 	<p>January 17, 2026 - March 03, 2026 30 days</p>
<p><u>Chapter 5:</u></p> <ul style="list-style-type: none"> ● Making a Difference 	<p>March 13, 2026 - April 28, 2026 27 days</p>
<p><u>Chapter 6:</u></p> <ul style="list-style-type: none"> ● Our American Culture 	<p>May 08, 2026 - June 2, 2026</p>

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Introduction / Philosophy: Today’s elementary social studies classroom is a learning environment that allows students to engage with social studies content and understand multiple cultural, political, and ethical perspectives. Students are empowered to make informed decisions, communicate conclusions, and contribute to society.

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

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

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.

- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Chapter 1: Families Today and in the Past

Duration: 21 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none"> ● 6.1.2.EconET.1: Explain the difference between needs and wants ● 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
Supporting & Additional Standards
<ul style="list-style-type: none"> ● 6.1.2.EconNE.2: Describe example of goods and services ● 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the “big picture” of history ● 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives
Interdisciplinary Standards
<p>Language Arts</p> <ul style="list-style-type: none"> ● L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension. ● RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. ● 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.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- 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.

Writing

- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 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).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 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.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

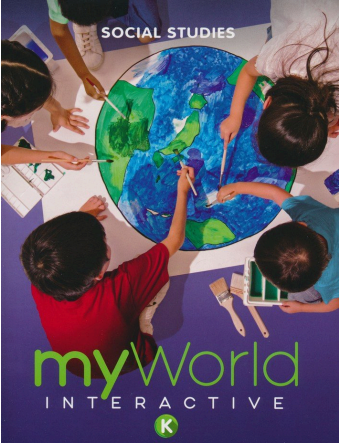
Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning	
<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Turn and talk ● Answering on a Whiteboard ● Discussion circle ● Participation/observations ● Questioning ● Expressive language prompt ● quizzes <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<p><u>Alternate Assessments</u></p> <ul style="list-style-type: none"> ● Role play ● Discussion circle ● Turn and talk ● Portfolio ● rubrics <p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> ● Conferencing individual/small group ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
Enduring Understandings Chapter 1	Essential Questions Chapter 1
<ul style="list-style-type: none"> ● Define family and community ● Different kinds of families ● Immigrant families ● How families are similar ● You and your family have a past ● Families then and now ● Primary and secondary sources 	<ul style="list-style-type: none"> ● How does life change throughout history? ● Why is learning about family important? ● What does family mean to you? ● In what ways are families important? ● What does it mean to be responsible? ● What things are part of your family history? ● How can primary/secondary sources help us learn about our ancestors?

Sequence of Topics Chapter 1	Teacher Notes Chapter 1
Families	I will know why it is important to learn about families.
Different Kinds of Families	I will appreciate and respect all kinds of families.
Life Then and Now	I will know that families have a history.
Family History	I will know how to use primary and secondary sources to learn about family history.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive)</p> <p>Video Audio Interactivity Games Assessment eText SAVVAS content readers workbooks</p>	 <p>The image shows the cover of the 'myWorld INTERACTIVE' Social Studies curriculum for grades K-2. The cover features a top-down view of several children sitting around a table, using paintbrushes to color a large globe. The text 'SOCIAL STUDIES' is at the top, and 'myWorld INTERACTIVE' with a 'K' icon is at the bottom.</p>

Suggested Options for Differentiation

English Language Learners

Strategies may include:

- Use graphic organizer web chart to incorporate synonyms
- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 2: What is the World Like?

Duration: 19 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 6.1.2.GeoSV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)● 6.1.2.GeoSV.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.GeoSV.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)
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.2.GeoSV.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)● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
Interdisciplinary Standards
<p>Language Arts</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key</p>

facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Writing

- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
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- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

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- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
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- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

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- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

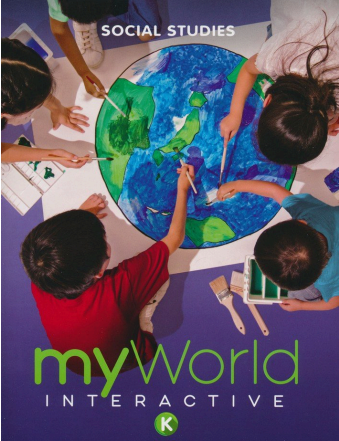
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Relationship Skills

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Enduring Understandings Chapter 2	Essential Questions Chapter 2
<ul style="list-style-type: none"> ● Relative location ● Absolute location ● Maps of classroom, school, and city ● Map skills ● Landforms and oceans ● Continents ● Globes (Earth's shape) ● Why people move ● How and when people move ● Environments: urban, suburban, rural 	<ul style="list-style-type: none"> ● Why do we need to know location? ● Why are there symbols on a map? ● What other features can you see on a map or globe? ● How are landforms different? ● Why do people migrate from one place to another? ● How are the types of environments alike and different?
Sequence of Topics	Teacher Notes

Chapter 2	Chapter 2
Use Maps to Locate Places	I will know how to use maps to locate places.
Earth's Land and Water	I will know how to identify different kinds of land and water.
Where People Live	I will know how and why people have moved to the United States from other parts of the world.
Our Communities and Resources	I will know ways that people change the land in their community.
Activities / Resources	
<p>Resources: See Teacher's Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive) Video Audio Interactivity Games Assessment eText SAVVAS content readers workbooks</p>	

Suggested Options for Differentiation
<p><i>English Language Learners</i> Strategies may include:</p>

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- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
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- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
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- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should.....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
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Gifted and Talented

- Strategies may include:
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- introducing key vocabulary before lesson (Word Clusters)
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- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 3: Government

Duration: 15 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council)● 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
Supporting & Additional Standards
<ul style="list-style-type: none">● 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.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
Interdisciplinary Standards
Language Arts RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Writing

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
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- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 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).
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9.2 Career Awareness, Exploration, Preparation, and Training

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- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Social Emotional Learning Standards

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others

- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

- Turn and talk
- Answering on a Whiteboard
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt
- quizzes

Benchmark Assessments

- Chapter assessment

Summative Assessments

- Chapter project based learning

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk
- Portfolio
- rubrics

Performance Tasks/Use of Technology:

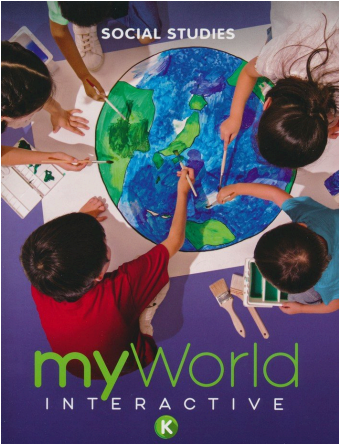
- Conferencing individual/small group
- Open-ended questions
- Graphic organizers
- Cooperative group
- Learning/Response logs
- Think-pair-share
- Observations

**Enduring Understandings
Chapter 3**

- Rules at home and school
- Rights, responsibilities, and laws
- Consequences
- People who work in the government (president, congress, supreme court)
- Taxes
- Why government is needed

**Essential Questions
Chapter 3**

- How does government work?
- How do rules at school help make the class fair for everyone?
- What is a consequence?
- What is a government?
- Why do countries need government?
- Why did the colonies want a new government?
- What does it mean to have peace?

<ul style="list-style-type: none"> • Declaration of Independence, Constitution, and colonies • United Nations 	
Sequence of Topics Chapter 3	Teacher Notes Chapter 3
Citizens Follow Rules and Laws	I will know why rules are important to follow at home and in school.
Our Government	I will know how my government works.
Governments Around the World	I will know why countries need governments and what America's government is about.
Governments Work Together	I will know how our government works with other governments to solve problems.
Activities / Resources	
<p>Resources: See Teacher's Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive)</p> <p>Video Audio Interactivity Games Assessment eText SAVVAS content readers workbooks</p>	 <p>The image shows the cover of a social studies textbook titled 'myWorld INTERACTIVE K'. The cover features a photograph of several children sitting around a table, painting a large globe. The globe is the central focus, with various colors representing continents and oceans. The children are using brushes and paint. The text 'SOCIAL STUDIES' is at the top, and 'myWorld INTERACTIVE K' is at the bottom.</p>

Suggested Options for Differentiation

English Language Learners

Strategies may include:

- Use graphic organizer web chart to incorporate synonyms
- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

- Scriber for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks

- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 4: People Who Supply Our Goods and Services

Duration: 30 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none"> • 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.EconET.1: Explain the difference between needs and wants • 6.1.2.EconET.3: Describe how supply and demand influence price and output of products • 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services
Supporting & Additional Standards
<ul style="list-style-type: none"> • 6.1.2.GeoGI.1: Explain why and how people, goods and ideas move from place to place • 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce • 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
Interdisciplinary Standards
Language Arts

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. 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.2.9. Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Writing

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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8.1 Computer Science

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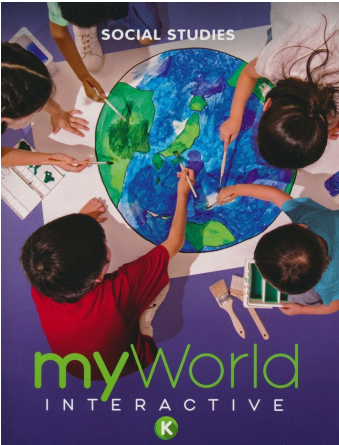
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- Observations

**Enduring Understandings
Chapter 4**

- Needs and wants
- Getting what we need
- Making choices

**Essential Questions
Chapter 4**

- How do people get what they need?
- How are wants different from needs?
- What is the role of farmers?

<ul style="list-style-type: none"> ● Farmers ● Planting and harvesting ● From farm to market ● Weather, land and climate affects producers 	<ul style="list-style-type: none"> ● Why are producers important? ● How do producers and consumers work together? ● Why do farmers need to watch the weather?
Sequence of Topics Chapter 4	Teacher Notes Chapter 4
Needs, wants and choices	I will know the difference between a need and a want.
Food producers	I will know farmers use the land to produce food.
Producing and consuming goods	I will know how producers and consumers work together.
Challenges producers face	I will know how producers meet challenges.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive)</p> <p>Video Audio Interactivity Games Assessment eText SAVVAS content readers workbooks</p>	

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- Follow all IEP modifications
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- Chunking of information
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- Leveled texts
- Visual cues and modeling
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- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 5: Making a Difference

Duration: 27 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community● 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
Supporting & Additional Standards
<ul style="list-style-type: none">● 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.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)
Interdisciplinary Standards
Language Arts RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
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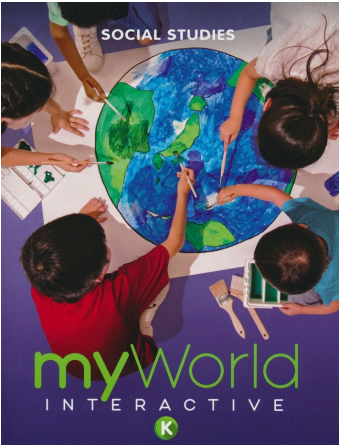
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- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning	
<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Turn and talk ● Answering on a Whiteboard ● Discussion circle ● Participation/observations ● Questioning ● Expressive language prompt ● quizzes <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<p><u>Alternate Assessments</u></p> <ul style="list-style-type: none"> ● Role play ● Discussion circle ● Turn and talk ● Portfolio ● rubrics <p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> ● Conferencing individual/small group ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
Enduring Understandings Chapter 5	Essential Questions Chapter 5
<ul style="list-style-type: none"> ● Traits, courage, sacrifice, risks ● Common good ● Goals ● Abraham Lincoln, Sitting Bull, Golda Meir ● Civil rights, protests ● Women's rights ● Thomas Edison, Albert Einstein, Marie Curie ● Discoveries in Medicine ● Poverty ● The Red Cross ● Florence Nightingale ● First responders 	<ul style="list-style-type: none"> ● Who is a hero? ● How does a hero act? ● Why are heroes important? ● Why is it better to use a peaceful protest than a violent one? ● What is an invention? ● What is an experiment? ● How do helpers help people? ● Why is volunteering a heroic thing to do? ● How can you make a difference?

<ul style="list-style-type: none"> • Artists and service workers 	
Sequence of Topics Chapter 5	Teacher Notes Chapter 5
What makes a hero?	I will know what makes someone a hero.
Heroic Leaders	I will know about heroes who were leaders.
Heroes who inspire change	I will know about heroes who inspire change.
Heroes in science	I will know about heroes in science?
Heroic helpers	I will know about heroes who help people.
How we can make a difference	I will know how I can make a difference.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive)</p> <p>Video Audio Interactivity Games Assessment eText SAVVAS content readers</p>	

Suggested Options for Differentiation

English Language Learners

Strategies may include:

- Use graphic organizer web chart to incorporate synonyms
- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

- Scriber for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques

- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 6: Our American Culture

Duration: 24 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none"> • 6.1.2.CivicsDP.3: Explain how historical symbols, monuments, and holidays reflect shared values, principles, and beliefs of American identity • 6.1.2.HistoryCC.2: Use a timeline of events to make inference about the “big picture” of history • 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
Supporting & Additional Standards
<ul style="list-style-type: none"> • 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives • 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)
Interdisciplinary Standards
Language Arts

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Writing

- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.

- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 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).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 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.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning**Formative Assessments**

- Turn and talk
- Answering on a Whiteboard
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt
- quizzes

Benchmark Assessments

- Chapter assessment

Summative Assessments

- Chapter project based learning

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk
- Portfolio
- rubrics

Performance Tasks/Use of Technology:

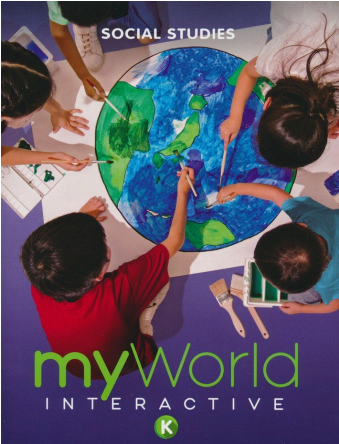
- Conferencing individual/small group
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**Enduring Understandings
Chapter 6**

- Language, religion, heritage
- Music, food, stories
- Diversity

**Essential Questions
Chapter 6**

- How is culture shared?
- What is culture?
- How are stories part of our heritage?

<ul style="list-style-type: none"> • Many places, one country • Fiction, folk tale, tall tale • Johnny Appleseed, John Henry • Holidays for heroes • Celebrating freedom and justice 	<ul style="list-style-type: none"> • How can you celebrate a holiday? • Why do we celebrate holidays?
Sequence of Topics Chapter 6	Teacher Notes Chapter 6
Culture is our way of life	I will know how culture is passed down.
Cultures in our country	I will know about different cultures in the United States.
American stories	I will know about American stories.
American holidays	I will know why National Holidays are important.
Activities / Resources	
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