Board Approval Date: 8/23/2022
Course Title: Grade 2 Social Studies - My Community
Course Description: Students make sense of the world by studying their own community and examining their own schools, families, and what life was like long ago

Course Sequence & Pacing			
Week	Marking Period 1	**Week**	Marking Period 2
1	Mapp a Trip	6	One Community's History Instant Suburbs
2	Riding for Climate Using Plants in New Ways	7	Los Angeles Grows Family Stories
3	Food from the Dessert	8	A Citizen and a Leader Save the Park Day
4	Working in Central Park	9	Leaders Vote in the Community Good Citizen Lincoln
5	Shopping for School	10	Happy Birthday USA!

Stage 1 Desired Results

Unit Title #1: Geography

Unit Summary: Students will learn about where they live by using a map and by identifying characteristics of the environment based on where they are located.

Unit Learning Targets

NJSLS Standards:

- 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.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.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 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.

Social Studies Practices:

Presenting Arguments and Explanations - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Developing Questions and Planning Inquiry - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Seeking Diverse Perspectives - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*: **Keep here**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3:
Use a variety of types of thinking to solve problems (e.g., 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Computer Science & Design Thinking (*CS & DT***):**
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.

Interdisciplinary Connections ELA, Math, VPA, etc Keep Here

Reading

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.2.4. 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.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

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

Writing

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.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.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.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.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Math

2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

Climate Change:

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.

Holocaust & Amistad: *Amistad Holocaust*

Unit Essential Questions:	**Unit Enduring Understandings:**
● How can you show where you live? ● What is a map? ● How are families special? ● What are family traditions?	● Tools on a map are important for showing people important places, such as where they live. ● The geography of where people live affects the type of homes people live in and the things they do. ● Geography plays a role in family traditions.

	• Humans have an impact on their environment.
Students will know: • the four cardinal directions and map skills • geographic representations in New Jersey, the United States, and the world through maps, data visualizations, graphs, diagrams, aerial and other photographs • compass rose • direction • map • map key • symbol • activity • family member • home • landform • resource • celebrate • holiday • tradition	**Students will be able to:** • read a classroom map • use a compass rose to determine direction • use a compass rose and geographic clues to assemble a map puzzle • read a map key and geographic clues to assemble a map puzzle • identify maps that show local areas, the United States, and the world • use physiographic and cultural clues to identify the places six families live • name examples for three categories of family attributes (i.e., family roles, types of home, and types of activity) • compare and contrast communities in terms of their physical features, climate, and human activities • show how geography affects the way of life in different regions across the United States • use the geographic inquiry process to analyze videos of various environments and explain how they affect peoples' lives • identify cultural and environmental characteristics of a place • explain how weather, climate, and other environmental characteristics affect people's lives • identify facts and concepts associated with a supporting question

	• compare and contrast one's own family traditions with the traditions of other families • identify and discuss fun family traditions from all over the world. • learn how family traditions reflect local and regional cultures

Stage 2 Assessment Evidence

Summative Assessments:

Inquiry Project: Conduct an inquiry explaining where a family lives. Describe the places around them. Write a claim stating how you can show where you live.

Create a poster, a digital presentation, or a video of the information and evidence you gathered to share with classmates or the community.

Formative Assessments:

Vocabulary assessment- with word bank. Write a claim using vocabulary. Class discussions

Teacher observations Activity

book entries

Lesson 1-4 Assessments

Common Benchmark Assessments:

District created multiple choice, matching and or essay assessment.

Alternative Assessments: Inquiry Project

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
8.1.2.DA.3 *8.1.2.DA.* *RI.2.1.* *RI.2.4* *SL.2.1* . *6.1.2.GeoPP.1* *6.1.2.Geo.SV.1* *6.1.2.Geo.SV.2* *6.1.2.Geo.SV.3* *6.1.2.Geo.SV.4*	Demonstrate understanding of map skills.	• Read a classroom map. • Use a compass rose to determine direction. • Use a compass rose and geographic clues to assemble a map puzzle. • Read a map key and geographic clues to assemble a map puzzle. • Identify maps that show local areas, the United States and the world.	*5 days*
8.1.2.DA.3 *8.1.2.DA.* *RI.2.1.* *RI.2.4* *SL.2.1* . *6.1.2.GeoPP.1* *6.1.2.Geo.SV.1* *6.1.2.GeoPP.1* *6.1.2.Geo.HE.1*	Understand that families are different because of their communities and cultural backgrounds.	• Use physiographic and cultural clues to identify the places six families live. • Name examples for three categories of family attributes (i.e., family roles, types of home, and types of activity). • Compare and contrast communities in terms of their physical features, climate, and human activities.	*5 days*

8.1.2.DA.3 *8.1.2.DA.* *RI.2.1.* *RI.2.4* *SL.2.1* . *6.1.2.GeoPP.1* *6.1.2.Geo.SV.1* *6.1.2.GeoPP.1* *6.1.2.Geo.HE.1*	Explain the impact of geographical features such as climate, physical features and natural resources on people's lives around the country.	• Show how geography affects the way of life in different regions across the United States. • Use the geographic inquiry process to analyze videos of various environments and explain how they affect peoples' lives. • Identify cultural and environmental characteristics of a place. • Explain how weather, climate, and other environmental characteristics affect people's lives. • Identify facts and concepts associated with a supporting question.	*5 days*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	***Notes***
Program Stories - Online	The Right Kind of Map; My Groups:A Native American Perspective; Families Live in Different Places; TAking Card of the Earth
Raz-plusFollowing the Map; Carlos' Family Celebration; Celebrating Food and Family	Close Reading pack: How does someone's environment affect how they live?
EPICCultural Traditions in … Series.; Holidays and Traditions	
Map and compass rose	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Learners with Disabilities

- As students complete the Preview Activity by coloring items in the map in their Student Journals, have them also identify the location of those items in their own classroom. This will allow students to engage with the content through multiple modalities (visual and kinesthetic). Have students complete the activity in groups to allow students the opportunity to work with learners of different abilities.
- Provide additional support during the writing portion of the Show What You Know activity. Have students draw the pictures and dictate the text they want into a tape recorder. After a teacher, assistant, or parent volunteer transcribes the text onto paper, students can read their words while listening to the tape, thereby reviewing the concepts with both visual and auditory input.
- For the Show What You Know activity, have students draw pictures of the three family activities they listed. Assist students with the writing portion as needed.
- As students complete their Activity Notes and Show What You Know, have them dictate their ideas to someone who can record the words if they struggle with the writing portion of these tasks.

Learners At Risk of Failure

- Have volunteers read each section aloud while the rest of the class follows along. Make sure that students understand the main ideas of the section before moving on.
- Break up the reading portion of the lesson with discussions, either as a class or in small groups. Have students read one numbered section at a time, allowing additional time for students who need it. After each section, ask students about any pictures, vocabulary terms, and the section's main idea to ensure comprehension.
- Have a student volunteer read aloud while the rest of the class follows along. Discuss the reading as a class, highlighting key words or phrases that will help students follow the text.

- Students can work together in pairs or small groups to complete their Activity Notes. Have students share why they would like to be a part of their chosen tradition with their peers before writing their answer to the question in the Activity Notes. Provide additional time for writing as needed.

Specific Strategies and Practices that Support Students with **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Students **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Gifted & Talented

- Have students work together to create simple maps of their own classroom. Ask them to make up five directions for others to follow as they look at these classroom maps. Later, students can apply what they know about maps by creating a map of their ideal classroom.
- Write the words spring, summer, fall, and winter on the board. Have students draw from two to four pictures that they could send to a pen pal to show the activities they do with their families. Encourage students to reflect on their favorite family traditions or holidays that take place in each season. Students should title each picture and write one or more sentences describing what is special about that season where they live. Have volunteers share their work to start a class discussion.

English Language Learners

- Have students make picture dictionaries for the vocabulary and other map-related words from this lesson. They might include these terms: map, symbol, map key, direction, compass rose, door, table, desk, cabinet, basket, circle, round, rectangle. Each page in the dictionary should include a simple picture and the related word. Students can color or draw their own pictures and copy (or trace) the terms from the Student Journal. Bind each picture dictionary with staples or rings for the student's reference throughout the lesson.

- As students complete the Show What You Know activity by illustrating the front of a postcard, have them dictate the writing portion on the back of the postcard. Write the sentence for them on the first line. Then have students copy the sentence on the line below to practice reading and writing the words.
- Before Hands-On Activity: Discovering How Geography Affects Our Lives, provide English learners sentence frames for topics such as the weather, geography, and various activities. This will help students practice vocabulary and ensure that they can participate in class discussion during the activity.
- During Extension: Explore Your Traditions, have students discuss their traditions in pairs before sharing with the class. Provide students with sentence frames to facilitate discussion and writing about family traditions.

- On the board or wall, create a large poster divided into four squares. Label each square with one of the geographic topics students will be learning about: landforms, weather, transportation, and activities. Before the lesson, have students guess what these things mean and how they might apply to their local geography. Throughout the lesson, have students add words and images to the board to illustrate how geography impacts their area. Encourage families to help their students find or take photos of your area that can be added to the board.
- Have students use one of the special family traditions they illustrated for the Show What You Know assignment, or another tradition of their choice, to create a short play to bring that tradition to life for the class. Have students create props and a few lines of dialogue for one or more characters and then present the play to the class. An additional challenge would be to have students present the skit without identifying the tradition, asking classmates to guess the tradition by using clues from the dialogue, props, and actions.

Stage 1 Desired Results

Unit Title #: 2 Economics

Unit Summary: Discover how a trip to the store can teach us economics.

Unit Learning Targets

NJSLS Standards:

- 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.3: Describe how supply and demand influence price and output of products
- 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter)
- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

Social Studies Practices:

Presenting Arguments and Explanations - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Developing Questions and Planning Inquiry - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

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Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
9.1.2.PB.2: Explain why an individual would choose to save money.

Computer Science & Design Thinking *(CS & DT)*:
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.

Interdisciplinary Connections ELA, Math, VPA, etc Keep Here

Reading

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.2.4. 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.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

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

Writing

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.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.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.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.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Math

2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

Climate Change:

6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

Holocaust & Amistad: *Amistad Holocaust*

Unit Essential Questions:	**Unit Enduring Understandings:**
• What can a trip to the store teach us about economics? • Who works at your school? • What do families need and want? • How do family members care for each other?	• Families have different needs and wants. • Families care for one another in different ways. • There are many different qualities in a good neighbor.

• What do good neighbors do?	
Students will know: • income • job • service • skills • goods • market • need • price • shelter • want • bond • chore • neighbors • neighborhood	**Students will be able to:** • write a thank you letter to a service worker at your school • distinguish between needs as things we must have to live and wants as things it would be nice to have. • identify food, clothing, and shelter as needs each family has • understand that people use money to buy goods and services in markets • explore the choices people make when buying needs and wants • describe jobs that people do to earn money to meet their needs and wants • identify items a family might need and want while away from home • give examples of one's own family activities to relate new concepts to personal experience • discuss ways to show caring within a family system by completing chores • define the concepts of neighborhood and neighbors. • identify the types of behavior that characterize good neighbors • evaluate behaviors and choose those that illustrate a way of being neighborly

Stage 2 Assessment Evidence

Summative Assessments:

Inquiry Project: Conduct an inquiry explaining what a family buys in a neighborhood store. Give examples of a family's wants and needs.

Write a claim stating what a trip to the store can teach us about economics.

Create a poster, a digital presentation, or a video of the information and evidence you gathered to share with classmates or the community.

Formative Assessments:

Vocabulary assessment- with word bank. Write a claim using vocabulary.

Class discussions

Teacher observations

Activity book entries

Lesson 1-4 Assessments

Common Benchmark Assessments:

District created multiple choice, matching and or essay assessment.

Alternative Assessments:

Inquiry Project

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
9.1.2.CR.1 *9.1.2.CAP.1* *9.1.2.FP.3*	Demonstrate understanding of services, jobs, incomes, and skills.	• Make inferences about a person's job from video images. • Give supporting evidence for inferences.	*5 days*

6.1.2.EconEM.1 *6.1.2.EconEM.3* *SL.2.1.* *SL.2.3.* *W.2.8*		• Identify the contributions of service providers in the school • Take a "career inventory" and use it to learn about service jobs. • Write a thank you letter to a service worker at your school.	
6.1.2.EconET.1 *6.1.2.EconET.2* *6.1.2.EconET.3* *RI.2.1.* *W.2.1* *2.MD.C.8.* *2.MD.D.10*	Understand that families need and want many things and buy goods and services.	• Distinguish between needs as things we must have to live and wants as things it would be nice to have. • Identify food, clothing, and shelter as needs each family has. • Understand that people use money to buy goods and services in markets. • Explore the choices people make when buying needs and wants. • Describe jobs that people do to earn money to meet their needs and wants. • Identify items a family might need and want while away from home.	*5 days*
6.1.2.EconET.1 *6.1.2.EconET.2* *6.1.2.EconET.3* *RI.2.1.* *W.2.1* *2.MD.C.8.* *2.MD.D.10*	Demonstrate understanding that families show they are in many ways.	• Give examples of one's own family activities to relate new concepts to personal experience. • Discuss ways to show caring within a family system by completing chores. • Use reasoning skills to place steps for six different chores in chronological order.	*5 days*

RI.2.1. *W.2.1* *SL.2.1* . *SL.2.2* . *SL.2.3* *SL.2.4* . *SL.2.6.*	Identify ways that good neighbors take care of each other.	• Define the concepts of neighborhood and neighbors. • Identify the types of behavior that characterize good neighbors. • Evaluate behaviors and choose those that illustrate a way of being neighborly.	*5 days*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	***Notes***
Program stories- online	The Grasshopper's Choice; From Farm to Table; Trading for Apples
Raz-plusSupply and Demand; Needs and Wants; Brad Needs a Budget	Close Reading Pack: Why do people help each other? How do some people use their senses to do their job?
EPICNeeds and Wants; My Neighbors; New Neighbors for Nora; Madison and the New Neighbors	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Learners with Disabilities • As students complete the Preview Activity by coloring items in the map in their Student Journals, have them also identify the location of those items in their own classroom. This will allow students to engage with the content

through multiple modalities (visual and kinesthetic). Have students complete the activity in groups to allow students the opportunity to work with learners of different abilities.

- Provide additional support during the writing portion of the Show What You Know activity. Have students draw the pictures and dictate the text they want into a tape recorder. After a teacher, assistant, or parent volunteer transcribes the text onto paper, students can read their words while listening to the tape, thereby reviewing the concepts with both visual and auditory input.
- For the Show What You Know activity, have students draw pictures of the three family activities they listed. Assist students with the writing portion as needed.
- As students complete their Activity Notes and Show What You Know, have them dictate their ideas to someone who can record the words if they struggle with the writing portion of these tasks.

Learners At Risk of Failure

- Have volunteers read each section aloud while the rest of the class follows along. Make sure that students understand the main ideas of the section before moving on.
- Break up the reading portion of the lesson with discussions, either as a class or in small groups. Have students read one numbered section at a time, allowing additional time for students who need it. After each section, ask students about any pictures, vocabulary terms, and the section's main idea to ensure comprehension.
- Have a student volunteer read aloud while the rest of the class follows along. Discuss the reading as a class, highlighting key words or phrases that will help students follow the text.

- Students can work together in pairs or small groups to complete their Activity Notes. Have students share why they would like to be a part of their chosen tradition with their peers before writing their answer to the question in the Activity Notes. Provide additional time for writing as needed.

Specific Strategies and Practices that Support Students with **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Students **Students at Risk of Failure**

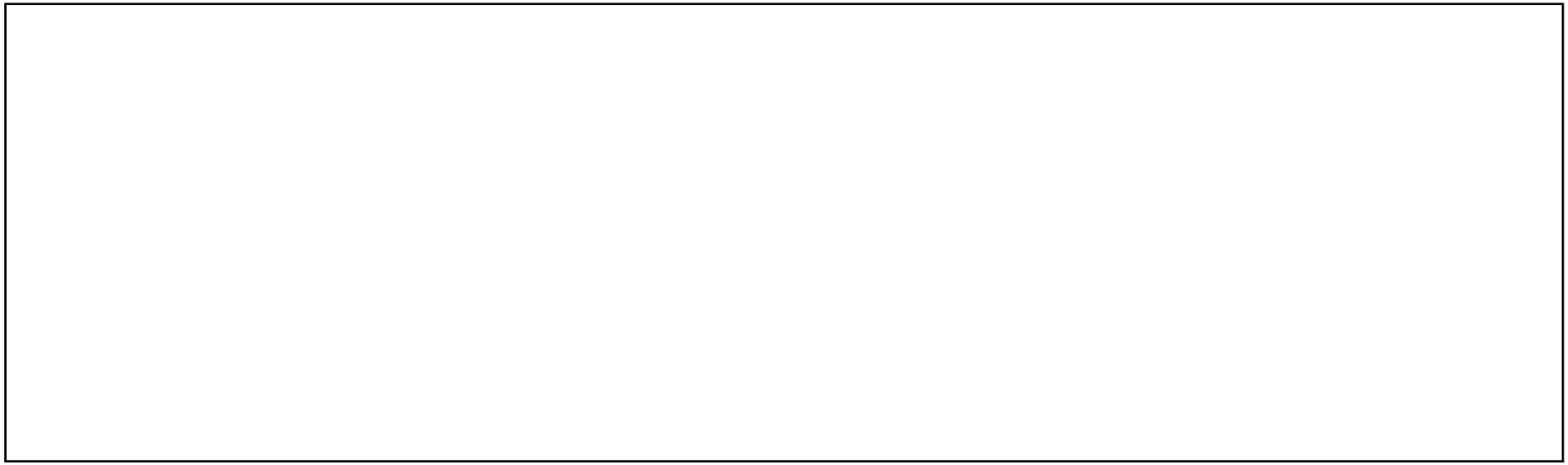
Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

English Language Learners

- Have students make picture dictionaries for the vocabulary and other map-related words from this lesson. They might include these terms: map, symbol, map key, direction, compass rose, door, table, desk, cabinet, basket, circle, round, rectangle. Each page in the dictionary should include a simple picture and the related word. Students can color or draw their own pictures and copy (or trace) the terms from the Student Journal. Bind each picture dictionary with staples or rings for the student's reference throughout the lesson.

Gifted & Talented

- After reading Social Studies Stories: Ms. Johnson Has Many Jobs, have students complete a research project in which they ask parents or a librarian to help them find the name of a leader in your state. Ask students to enlist the help of adults or older siblings in finding Internet or newspaper pictures of these people, which can be made into a class display of "Our Leaders." Use this display to have students write "Who Am I?" riddles to present to their classmates. They might model their riddles on those in Sections 2–5 of this lesson.
- Enlist student help in setting up a simulated grocery store. Distribute index cards and have mixed-ability pairs use these to draw and label individual grocery items for sale. You might provide grocery flyers as a source of ideas. Assign a simple price to each item. Ask for volunteers to perform the service jobs in the store—stock clerks, store manager, cashiers, baggers. Put the managers and stock clerks in charge of arranging the grocery items in general categories on a table or other surface. Give each remaining pair a fixed amount of play dollars to "buy groceries" for their family. When they have spent their money, have them write a short "shopping report" listing what they bought and labeling each item a need or a want. Have students take turns working in the store so that service workers also have a chance to shop.
- Have students work on a school-wide plan similar to the one made by the students at Park School as described in the Social Studies Story: Taking Care of Earth. For example, if the students pledge to reduce the amount of trash in the school, have them deliver their pledge to one class at each grade in your school. After sharing their own pledges, students can provide ideas that might encourage second, third, or fourth graders to contribute to the plan. Students can then report back how the classes at the other grades will support the idea of "greening" your school.
- After reading Social Studies Stories: Trading for Apples, have students create their own barter story with themselves as the main character. As a prewriting activity, have each of them identify something they want or need, something they have to offer in a trade, and four things their friends might want to trade. Then have each student create a series of four pictures that show the sequence of exchanges they make and with whom, captioning each picture with one or two sentences. They can share their picture stories with their classmates.



Stage 1 Desired Results

Unit Title #3 : History

Unit Summary: How schools and families have changed over time.

Unit Learning Targets

NJSLS Standards:

- 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.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 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.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.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 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).

Social Studies Practices:

Presenting Arguments and Explanations - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Developing Questions and Planning Inquiry - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Seeking Diverse Perspectives - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 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 (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
Computer Science & Design Thinking (*CS & DT***):** 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. 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.
Interdisciplinary Connections ELA, Math, VPA, etc Keep Here *Reading* 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.2.4. 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.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. *Writing* W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.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.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.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.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Climate Change:

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.

Holocaust & Amistad:

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.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

Unit Essential Question:	**Unit Enduring Understandings:**
● In what ways have schools and families changed over time? ● What was school like long ago? ● How do families change over time?	● Schools and families change over time. ● It's important to see how schools have evolved over time.

Students will know:	**Students will be able to:**
• **c**lasswork • past • schoolhouse • change • grow • move	• compare and contrast what school was like long ago to now. • describe the changes that have taken place in their family over time.

Stage 2 Assessment Evidence

Summative Assessments:

Inquiry Project: Conduct an inquiry describing photos of classrooms from long ago. Describe the differences between then and now.

Write a claim stating what ways schools and families have changed over time.

Create a poster, a digital presentation, or a video of the information and evidence you gathered to share with classmates or the community.

Formative Assessments:

Vocabulary assessment- with word bank. Write a claim using vocabulary.

Class discussions

Teacher observations

Activity book entries Lesson
1-4 Assessments

Common Benchmark Assessments:

District created multiple choice, matching and or essay assessment.

Alternative Assessments:
Inquiry Project

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
RI.2.1 *RI.2.5* *RI.2.10* *SL.2.1* *SL.2.2* *8.1.2.DA.3* *W.2.1.* *W.2.2.* *W.2.8.*	Demonstrate the basic understanding that life was different long ago	• Predict uses of pictured historical artifacts. • Compare and contrast past and present school life, with an emphasis on schoolhouses, classrooms, classwork, and children's lives. • Analyze primary source photographs to make inferences about school life long ago. • Discuss this history of civil rights in schools.	*5 days*
SL.2.1 *SL.2.2* *RI.2.1* *RI.2.5* *RI.2.10* *W.2.1.* *W.2.2.* *W.2.8.* *8.1.2.DA.3* *8.1.2.DA.4* *6.3.2.GeoGI.1*	Demonstrate the basic understanding that families change over time.	• Identify three ways in which families change over time. • Name responsibilities and activities that change as a child grows older. • Identify at least two reasons for changes in family size. • Compare old and new ways of doing work. • Predict future changes in a family.	*5 days*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Program stories online;	Clara Barton Helped Others; From Buggies to Blastoff!; Old Family Pictures;Learning About the Dust Bowl
Raz-plusThen and Now; Families,	Close Reading Pack- How have things we use everyday changed?
EPIC *School Days, Then and Now; Then and Now; School Days Around the World;Food and Farming Then and Now; Travel Then and Now; Technology Then and Now; Toys Then and Now*	
Venn Diagrams	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Learners with Disabilities

- For the Show What You Know activity, help students generate ideas by identifying the categories of school life that were discussed during the lesson: heating, lighting, student seating, tools for reading, tools for writing. Model a comparison of the past and present in terms of these categories, listing them in a three-column chart. For example: *We talked about how schools were heated in the past (a coal-burning stove) and how our school is heated today (oil furnace in the basement). How might a school of the future be heated?*
- To help foster understanding of the key vocabulary concepts from this lesson (grow, change, and move), consider playing a game of charades. Have students act out growing, shrinking, changing, and moving as their classmates guess which concept is being demonstrated.

Learners At Risk of Failure

- Modify Hands-On Activity: Categorizing Images of School Long Ago for struggling writers by having them write a number instead of a word to label each activity card. As a class, assign each category a unique number. Then have students write the number of the category it is associated with.
- As students complete the Show What You Know activity, provide structured time to brainstorm ideas and plan their timelines. Provide additional time to complete the writing portion of the activity as needed.

Specific Strategies and Practices that Support Students with **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Gifted & Talented

- After reading Social Studies Stories: From Buggies to Blastoff! use Mister Bob's story as a model of the way people who have lived a long time can teach us something about history. As a class, brainstorm interview questions that students could ask older members of their own communities to obtain information about the past. Help each student write two or three questions on a particular topic, such as cooking and meals, jobs, what children did for fun, houses, telephones, mail, stores and shopping, or any topic of their choice. Then have students conduct their interviews outside of school and write and illustrate a short report on what they learned. If some students have no one to interview, they could work with an adult to find information on their topic in the library or online.
- To build upon the concepts introduced in Hands-On Activity: How Time Has Changed Families, ask students to write a simple story about their families through two or three generations: their grandparents, their parents, and themselves. Have students incorporate the information recorded in their Activity Notes. To gather additional information for their story, they will need to interview older family members about their younger days. Help them come up with interview questions to ask at home. For example: *Where did you live as a child? What was your favorite toy or game? What chores did you have? How was your life different from mine?* Students' stories should emphasize how things have changed over time, comparing their family's past to their present life. Students might include old photos, or pictures they have drawn based on old photos, to illustrate their story.

English Language Learners

- Help students make flashcards for the vocabulary words and other unfamiliar words used throughout the lesson (such as lantern, chalkboard, wood burning stove, thermostat). Encourage students to refer to their flashcards as needed during the lesson, enabling them to fully participate in all activities.
- Throughout the lesson, students are given the option to respond to prompts with drawings or in writing. To develop fluency, encourage students to write captions for their drawings and draw pictures to accompany written responses.

Stage 1 Desired Results

Unit Title #4 : Civics

Unit Summary: Explore ways that we can get along in school and help each other.

Unit Learning Targets

NJSLS Standards:

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function.
- 6.1.2.Civics PD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.Civics PD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.Civics DP.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.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.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Social Studies Practices:

Presenting Arguments and Explanations - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Developing Questions and Planning Inquiry - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Seeking Diverse Perspectives - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in

empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking (*CS & DT***):**

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.

Interdisciplinary Connections ELA, Math, VPA, etc

Reading

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.2.4. 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.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

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

Writing

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.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.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.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.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Climate Change:

- K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.
- K-PS3-1: Make observations to determine the effect of sunlight on Earth's surface.
- K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

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- K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

</td></tr>
<tr><td colspan="2">Holocaust & Amistad: Amistad Holocaust</td></tr>
<tr><td>Unit Essential Questions:
How do we help others?
Why is it important to learn from each other?
Why do schools have rules?
What groups do we belong to?</td><td>Unit Enduring Understandings:
It is important to learn from others how people are alike and different.
Basic understanding of belonging to a community, family, and group.
Rules, fairness, and safety are important in the classroom and in communities.</td></tr>
<tr><td>Students will know:
good sport, play fairly
listen
share, take turns
talk
alike
different
learn
fair rule
safe
Golden rule, respect
responsible
community, family, group</td><td>Students will be able to:
predict outcomes of behavior
identify students’ responsibilities to one another in the school community
identify the benefits of four ways of cooperating in school
explain what it means to play fairly and be a good sport
identify similarities and differences among classmates
compare and contrast classmates’ personal preferences and talents
categorize classmates according to their special talents</td></tr>
</table>

	• identify the purpose and benefits of having rules at school • compare rules at home with rules at school and laws in the community • illustrate the consequences of following and breaking rules • make decisions about the best way to be a good citizen • describe characteristics of being a good citizen • identify family, school, and community groups • sort pictures according to specified criteria

Stage 2 Assessment Evidence

Summative Assessments:

Inquiry Project-Conduct an inquiry explaining helpers and people not following the rules in a neighborhood setting using a video.

Write a claim stating how we help others.

Create a poster, a digital presentation, or a video of the information and evidence you gathered.

Formative Assessments:

Vocabulary assessment- with word bank. Write a claim using vocabulary.

Class discussions

Teacher observations

Activity book entries Lesson
1-5 Assessments

Common Benchmark Assessments:

District created multiple choice, matching and or essay assessment.

Alternative Assessments:
Inquiry Project

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, People with Disabilities, Diversity, Equity & Inclusion [DEI)*	***Timeframe*** *(Days or Weeks)*
6.1.2.Civics PD.2 6.1.2.CivicsCM. 2 RI.2.6 SL.2.1. SL.2.4.	Demonstrate the understanding of getting along with others.	• Participate in the "Two on a Task" game to discover the importance of cooperative skills. • Sing a song about cooperative behaviors. • Watch videos and then act out ways to get along with others at school. • Listen to and discuss a story about two goats who discover the importance of getting along.	*4 days*
6.1.2.Civics PD.2 SL.2.1. SL.2.4.	Demonstrate understanding of taking turns and listening.	• Learn what your classmates enjoy, and then get their autographs. • Partner with a classmate to practice listening and speaking skills. Learn about why it is important to take turns talking and listening. • Interview a classmate and share interesting facts about them.	*4 days*
6.1.2.CivicsPR. 1 6.1.2.CivicsPR. 2 6.1.2.CivicsPR. 3 6.1.2.CivicsPR. 4 8.1.2.DA.3 SL.2.1.	Explain the importance of rules and how they help people get along and be safe.	• Play two games—one without rules and then one with rules—to discover why rules are needed. • Analyze videos and images to discover how rules help us get along and be safe.	*4 days*

SL.2.4.			

		• Complete a puzzle and discuss how rules help us be fair. • Come up with a rule and then draw pictures of what happens when the rule is followed and not followed.	
6.1.2.Civics PD.1 *6.1.2.Civics PD.2* *6.1.2.CivicsDP.2* *SL.2.1.* *SL.2.4.*	Demonstrate the Golden Rule and what being a leader looks like.	• Decide whether certain behaviors are appropriate for school. • Practice cooperation by working together to solve puzzles. • Create a skit to demonstrate leading by example. • Describe what being a leader at school looks like and draw a picture to go along with it.	*4 days*
6.1.2.CivicsPI.4 *6.1.2.Civics PD.1* *6.1.2.Civics PD.2* *6.1.2.CivicsCM.2*	Identify the different groups one belongs to and how we share a community.	• Meet Fernando and discover all the groups he belongs to. • Identify and discuss different types of groups and what makes them special and unique. • Unscramble photos at stations to reveal new vocabulary words. • Draw and label each type of group that you belong to.	*4 days*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	***Notes***
Program Stories: online	A Place to Share; Who Makes the Rules; U.S. Symbols and Traditions; Working Together in Government.

Raz-plus Zot Learns to Play; If I Were in Charge;Jobs we do at School	Close Reading Pack: Why do people help each other?
EPIC *School Rules for Diva Duck; We Go on A School Bus; Back to School Mallory; Leadership at School ; Family Needs*	

Accommodations and Modifications: Students with Disabilities, English Language Learners Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Learners with Disabilities

- During Hands-On Activity: Getting Along, many students will excel with this bodily kinesthetic method of learning how to get along. Directly connect the actions students take in the skits to words and phrases in the text. Also allow for alternate methods of acting it out to allow for students with physical limitations.
- In the Preview, review the categories in the Activity Notes before students begin to collect their classmates' autographs. Ensure that they can identify the categories from the pictures. Also, consider asking students to focus on collecting autographs for only the first page of categories.
- In the Preview Activity, modify the second game to accommodate children with physical disabilities. For example, consider playing the game indoors, and establish a rule that players remain seated as they quickly pass the ball from hand to hand, without throwing it.
- For the topics discussed on each page in the Student Text, ask students to do a mini act-it-out or role-play for the rest of the class. For example: Section 1: We Take Care of Our Things: Leave out a ball from recess and ask students to model putting it away. Section 2: We Do Our Best: Ask students to demonstrate how to line up quickly and quietly for recess. Section 3: We Respect Others: Have students model an appropriate way to say "please" and "thank you."These demonstrations will reinforce concepts for participating students, as they see and hear ideas

in the text and then physically model them. Those observing the act-it-outs also benefit from seeing the concepts modeled by their peers.

- During Show What You Know, after students draw their three pictures, provide more context if they are having trouble with figuring out how to label their family (last name), school (school name), and community (e.g., city, neighborhood, team).

Learners at Risk of Failure

- When students are asked to read multiple sections, complete the reading by using read-aloud and other techniques. Explicitly model how to complete notes as a class and provide sentence starters or frames as necessary.
- Have volunteers read each section aloud while the rest of the class follows along. Complete the Activity Notes as a class, and make sure that students understand the main ideas of each section before moving on.
- Conduct a read-aloud for all of the text sections. Have pairs use the online text-to-speech feature to have the journal prompts read aloud to them. Then they can complete their notes for only one or two sections. Use the Answer Key to debrief all the answers as a class and to answer questions.
- Have volunteers read each section aloud while the rest of the class follows along. Complete the Activity Notes as a class and make sure that students understand the main ideas of the section before moving on.
- Highlight key words or phrases that will help students follow the text and complete their Activity Notes. Also, have students select the Main Ideas button in each section to ensure their recognize the main points.

Specific Strategies and Practices that Support Students with **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Gifted & Talented

- Help students find a project to improve the school community while they practice their cooperation skills (sharing, talking, listening, and taking turns). For example, they might cooperate in raising and lowering the school flags daily, sorting recyclable trash, or collecting aluminum cans. Or they could work on a project that improves the community as a whole, such as collecting food for a food bank or collecting blankets, clothing, and toiletries for a homeless shelter. Have students share their ideas for a project with the class, listen to one another, talk with partners, and finally vote on

a project. Create a chart that shows how the students will take turns working on the project.

- Your class might enjoy acting out the fable "The Grasshopper's Choice" (in *Social Studies Alive!* Social Studies Stories) as a short play or as Reader's Theater. Assign different speaking roles, and for a play, encourage students to create their own simple props and costumes. Consider adding a narrator whose role is to comment on aspects of the play that relate directly to the concepts discussed in this lesson (e.g., alike, differences, learn, making choices).

English Language Learners

- Create a station with "The Getting Along Song" in a listening center, and place a copy of the lyrics at the station. In the lyrics, highlight the new terms: share, *talk, listen,* and *take turns*. This will help students become more familiar with the language and concept of getting along. Create simple posters for each of the terms to post around the room and refer to throughout the activities in this lesson.
- Give English Learners a way to understand and remember the vocabulary words *alike* and *different*, which are used throughout this lesson. Before beginning the lesson, help students create a two-column chart on construction paper. Label one column Same/Alike and the other Different. Distribute stickers—a mixed variety containing some that are alike and different—to students to place on the chart in pairs. Guide them to place a pair of identical stickers in the Same/Alike column, side by side, and a pair of unlike stickers in the Different column, again side by side. Alternatively, have the students draw (or color, cut, and paste) a pair of suitable pictures for each column. Students can refer back to this simple chart throughout the lesson when they need help remembering the meanings of these words.
- As you work to help students develop vocabulary throughout the lesson, use role-playing to enhance comprehension of the four new ideas: *get along, be safe, be fair,* and *learn*. For each idea, choose volunteers to act out two simple scenes: one representing the term and one representing its opposite. For example, for *get along*, have two students act out happily sharing a classroom item, such as crayons and then act out selfishly not sharing the same item. Discuss facial expressions, body language, and the words that people use as they practice getting along, being safe, being fair, and learning. This will give students a visual and kinesthetic memory of the meaning of each new term.
- Facilitate group work to ensure that all students, especially English Learners, are engaging in dialogue and have a chance to be included.

- Any time you discuss different types of groups, remember to highlight that people of different backgrounds/origins are an example of a type of group, as are people who speak a common language. This will help your students recognize and appreciate their different backgrounds and languages.
- During Hands-On Activity: Hidden Words, provide sentence frames for students to use when they share their answers (e.g., The hidden word is . . .).
- Start a student council for your classroom, and allow the class to vote for leaders. Officers might include a president, vice president, director of supplies, and recess coordinator. Arrange a time for this council to meet to discuss and set three classroom rules. Provide banner or poster paper, and help the council members create a large display for each rule, with words and pictures. When the council presents the rules to the class, have the rest of the students role-play what each rule looks like.
- For additional decision-making practice that requires students to suggest their own solutions, form small groups and present this situation: *A team of four children is sitting at the art table. The teacher has asked them to work together to create a poster about Clara Barton. One person on the team is daydreaming and drawing a picture of dragons. What's the best thing to do?* Tell each group to think of three possible ways to respond. Call on groups to perform act-it-outs demonstrating different responses. Student volunteers can then lead the class in the discussion of which responses are appropriate, which are not appropriate, and why they are not appropriate.
- Also, consider having students make and present Helping Hand Awards for a helpful character in a book—either a real person such as Clara Barton or a fictional person such as the woodcutter in "Little Red Riding Hood." Discuss with students the clues in a story that tell us whether someone is a real person or a make-believe character. Have them add the label *Real* or *Make-believe* to their book-character Helping Hand Awards.
- Have students interview five people outside the classroom (e.g., parents, siblings, neighbors, friends) and ask each person to name three groups to which he or she belongs. After students collect the data, have them classify each response as a family, school, or community group. Have students share their findings, and either help them or have them help each other identify patterns, similarities, and differences. Encourage students to draw conclusions such as these: *Adults belong to groups. Children and adults can belong to the same groups. More adults belong to community groups than the kids in our class do.*