

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Social Studies

Grade: 2

ABSTRACT

An education in social studies fosters a population that:

- **Is civic-minded, globally aware, and socially responsible;**
- **Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, 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 relationships between people, places, and resources as well as the implications of an interconnected global economy;**
- **Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and**
- **Discerns fact from falsehood and critically analyzes information for validity and relevance.**

ESSEX FELLS PUBLIC SCHOOL

Grade 2 Social Studies

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	My Community, My Country <i>September-November</i> <i>(10 weeks)</i>	Celebrating Our Traditions <i>November - January</i> <i>(10 weeks)</i>	The World Around Us <i>January-March</i> <i>(8 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-SS: 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.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and	NJSLS-SS: 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.	NJSLS-SS: 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.CivicsDP.1: Explain how national symbols reflect on American values and principles. 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

	sharing opinions. 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 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 fair, consistent, and respectful of individual rights.	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).	
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies -</i>	ELA Companion 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. RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. RI.TS.2.4. Describe the overall structure of a text and effectively use various text	ELA Companion 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. RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. RI.TS.2.4. Describe the overall structure of a text and effectively use various text	ELA Companion RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures). RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas

Standard 6; • World Languages - Standard 7;	features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education. A. Introduce a topic clearly. B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion. 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. W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames. 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.	features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education. A. Introduce a topic clearly. B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion. 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. W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames. 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.	or concepts, or steps in a sequence within a text. RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education. A. Introduce a topic clearly. B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion. 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.
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	A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Recommended Text: ● <i>Miss Nelson Is Missing</i> by Harry Allard ● <i>No David!</i> By David Shannon ○ Discuss rules and why we have them ● <i>The Recess Queen</i> by Alexis O'Neill ○ Discuss conflict resolution and how to treat people fairly ● <i>Duck for President</i> by Doreen Cronin	A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Recommended Text: ● <i>Gordon Parks "How the Photographer captured Black and White America"</i> by Carole Boston Weatherford ● <i>Everybody Cooks Rice</i> by Norah Dooley ● <i>The Crayon Box that Talked</i> by Shane DeRolf ● <i>Name Jar</i> by Yangsook Choi ● <i>How Many Days to America? A Thanksgiving Story</i> by Eve Bunting ● <i>When the Soldiers Were Gone</i> by	W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames. 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. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Recommended Text: ● <i>Me on the Map</i> by Joan Sweeney ● <i>The Scrambled States of America</i> by Laurie Keller ● <i>There's a Map on My Lap!</i> by Tish
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	• <i>Grace for President</i> by Kelly DiPucchio • <i>New York's Bravest</i> by Mary Pope Osborne • <i>Our Class is a Family</i> by Shannon Olsen Mathematics 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.	Vera W. Propp • <i>Star of Fear; Star of Hope</i> by Jo Hoestlandt, Johanna Kang, et. al. Mathematics 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.	Rabe
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; - or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Career Readiness, Life Literacies & Key Skills 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.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	Career Readiness, Life Literacies & Key Skills 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.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 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.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). 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)	Career Readiness, Life Literacies & Key Skills 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 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)

Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; - or ● 8.2 Design Thinking)	Design Thinking 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats	Design Thinking 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world	Design Thinking 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. 8.1.2.DA.4: Make predictions based on data using charts or graphs.
21st Century Life and Careers: Career Education: Write out complete NJSLs: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Local community and government leaders have roles and responsibilities to provide services for their community members. ● Rules for all to live by are a result of the actions of government, organizations, and individuals. ● The actions of individuals and government affect the decisions made for the common good. ● Certain character traits can help individuals become productive members of a community. ● Understand that all members of a group are given the opportunity to	● Know that Native Americans were the first inhabitants of North America. ● Understand that the past helps to make sense of the present. ● Recognize that people have different perspectives based on their beliefs, values, tradition, culture, and experiences. ● Identify and describe national holidays that honor the achievements of Americans past and present ● Identify that community members have different cultural backgrounds	● Describe a relative location and an absolute location ● Use a map to locate places and features ● Identify the different uses for a map ● Identify cardinal and intermediate directions ● Identify the seven continents and four oceans on a map ● Locate different landforms and bodies of water on maps and globes ● Recognize that the equator divides the world into Northern and

	participate in the decision making process to ensure that everyone's voice is heard. • Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly. • Recognize the names and contributions of major American presidents and leaders. • Relate why important national symbols and monuments are important in our national history. • Explain the importance of having rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhoods and understand that sometimes a rule is not a good and there are ways that we can work together to change it.	• Explain that culture is a way of life of a group of people who share similar beliefs and customs locally and globally • Two or more individuals can have a different understanding of the same event • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures • Identify stereotyping, bias, prejudice, discrimination and unfairness in their lives and communities • Understand the idea of a hero in everyday life; the difference between a celebrity and hero. • Understand that each person is unique and special and explore cultural contributions of people from various backgrounds. • Understand the concepts of strengths, struggles and what it means to help • Learning about the lives of other people helps me build empathy, respect, understanding and connection.	Southern Hemispheres • Environmental characteristics, climate and weather influence how and where people live
Essential Questions: (Follow UbD best practices in the creation of questions)	1. How does government work? 2. How can people work for justice? 3. What is a community? 4. Why do we have rules? 5. How do we make laws? 6. Why should people follow laws?	1. How can people make a difference in our world? 2. What Makes a Hero? 3. What are "strengths" and "struggles"? 4. What does it mean to really help	1. What is the world like? 2. How do map legends and symbols make a map easier to use? 3. What features can you see on a map or globe? 4. What is a continent?

	7. How could laws make my community safer? 8. How do citizens and Government work together? 9. What responsibilities do citizens have within a society? 10. Why might people want to make changes to their community? 11. How do countries work together?	another person? 5. Why is it important to think about when we need help as well as how we can help others? 6. What can I learn from hearing a personal story? 7. How can I learn more about other people? 8. How are people similar and different from me?	5. How does geography help our world? 6. How do we use maps to find places? 7. How does geography affect the way people move? 8. Where am I in the world?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments - Textbook/Workbook Activities - Conferences - Drafts - Exit Tickets - Class Discussion - Student Participation - Teacher Observation Summative Assessments - Unit Projects - Written Analysis - Formal Tests - Demonstrations - Performance-Based Tasks Alternative Assessments - Choice Projects - Notebook Assessments - Oral Presentations Benchmark Assessments	Formative Assessments - Textbook/Workbook Activities - Conferences - Drafts - Exit Tickets - Class Discussion - Student Participation - Teacher Observation Summative Assessments - Unit Projects - Written Analysis - Formal Tests - Demonstrations - Performance-Based Tasks Alternative Assessments - Choice Projects - Notebook Assessments - Oral Presentations Benchmark Assessments	Formative Assessments - Textbook/Workbook Activities - Conferences - Drafts - Exit Tickets - Class Discussion - Student Participation - Teacher Observation Summative Assessments - Unit Projects - Written Analysis - Formal Tests - Demonstrations - Performance-Based Tasks Alternative Assessments - Choice Projects - Notebook Assessments - Oral Presentations Benchmark Assessments

	- Initial Benchmark - Mid-Year Benchmark - End of the year Benchmark	- Initial Benchmark - Mid-Year Benchmark - End of the year Benchmark	- Initial Benchmark - Mid-Year Benchmark - End of the year Benchmark
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> - Amistad Law - Holocaust Law - LGBTQ/Disabilities Law)	Vocabulary: government, rights, responsibilities, leaders, symbols, community Activities: - Students learn to identify attributes of good citizenship and ways they can contribute to the community. - Students will view a picture of children in a community and identify ways that they are being good citizens. - Students will identify ways they are good citizens and think of additional ways they can demonstrate good citizenship. - Create Anchor Charts with characteristics of a good citizen/student. - Create classroom rules as a whole class and have each student sign the rules as a pledge. - Read biographies of important leaders and contributors to society. - Write letters to a hero within students' life. - Create "trading cards" spotlighting diverse community members who work toward social justice goals	Vocabulary culture, beliefs, values, diversity, immigrant, challenge, refugee, race Activities: - Research cultures from around the world and chart each country's different cultures - Compare and contrast of "The Three Little Pigs" and "The True Story of the Big Bad Wolf" - Make a T-chart of strengths and struggles people might have - Fill out a handout "Sometimes I HELP" and "Sometimes I NEED Help" - Create a story, poem or visual art to teach a peer about a chosen topic - List words that help describe a person or character from a book's identity such as: gender, race, religion and ability. - Create artwork from another culture - Go on a Virtual Field Trip to learn about different cultures DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)	Vocabulary location, communities, state, rural, urban, suburban, globe, hemisphere, continent, country, ocean Activities: - Display map of Essex Fells and discuss where students live in relation to school, states, US, globally - Explore cardinal directions in the classroom with a compass - Provide students with cardinal directions to follow to locate objects in the room - Research and construct a booklet about seven continents and four oceans - Utilize a globe to locate continents and oceans DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) - Create a cultural quilt by adding family heritage or cultural traditions. - Map neighborhood's cultural assets such as local diverse restaurants,

	that connect to themes from the central text ● Arrange for community members to visit, call or videochat the classroom DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) ● Students can run a mock election. ● Create campaign posters honoring diverse historical figures; ● Explore how laws keep different neighborhoods safe. Holocaust Law N.J.S.A. 18A:35-28 ● Compare how communities celebrate differences and value diversity.	18A:35-4.36a) ● Examine artifacts to explore other cultures. ● Integrate other languages when learning about other questions. ● Create a project teaching about your family traditions and culture. ● Read texts about diverse cultures. Amistad Law (N.J.S.A. 18A:52-16A-88) ● Read diverse literature that promotes kindness, fairness, respect, and inclusion. ● Discuss how people of all backgrounds contribute to our community. ● Celebrate similarities and differences through classroom activities and discussions.	community centers, diverse places of worship, or parks. ● Explore how the environment influences culture by looking at three diverse Native American groups and how they interact with their local geography. ● Create a classroom passport and take virtual field trips to diverse global landmarks. Holocaust Law N.J.S.A. 18A:35-28 ● Read biographies of individuals who demonstrated courage, fairness, and respect for others. ● Discuss how people can make positive choices by helping others and treating everyone fairly. ● Reinforce the importance of being respectful of all cultures and traditions.
Resources: <i>(Include names of texts and all online resources)</i>	● myWorld Social Studies book ○ Chapter 3: Lesson 1: Citizens Follow Rules and Laws ○ Chapter 3: Lesson 2: Our Government ○ Chapter 3: Lesson 3: Governments around the World ○ Chapter 3: Lesson 4: Governments Work Together ○ Chapter 5: Lesson 2:	● myWorld Social Studies book ○ Chapter 5: Lesson 1: What Makes a Hero? ○ Chapter 5: Lesson 3: Heroes Who Inspire Change ○ Chapter 5: Lesson 4: Heroes in Science ○ Chapter 5: Lesson 5: Heroic Helpers ○ Chapter 5: Lesson 6: How We Can Make a Difference ○ Chapter 6: Lesson 3:	● myWorld Social Studies book ○ Chapter 2: Lesson 1: Use Maps to Locate Places ○ Chapter 2: Lesson 2: Earth's Land and Water ○ Chapter 2: Lesson 3: Where People Live ○ Chapter 2: Lesson 4: Our Communities and Resources ● BrainPopJr. ○ https://jr.brainpop.com/socialstudies/geography/readin

	Heroic Leaders ○ Chapter 6: Lesson 1: Culture is Our Way of Life ○ Chapter 6: Lesson 2: Cultures in Our Country ● BrainPopJr. ○ https://jr.brainpop.com/socialstudies/government/localandstategovernments/ ○ https://jr.brainpop.com/socialstudies/communities/communityhelpers/ ○ https://jr.brainpop.com/socialstudies/communities/school/ ○ https://jr.brainpop.com/socialstudies/government/president/ ○ https://jr.brainpop.com/socialstudies/citizenship/ussymbols/ ● My World Activity Cards ● Achieve3000 ● Newsela ● Edpuzzle ● IXL ● NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curr/materials/holocaust.shtml	American Stories ○ Chapter 6: Lesson 4: American Holidays ● BrainPopJr. ○ https://jr.brainpop.com/socialstudies/holidays/winterholidays/ ○ https://jr.brainpop.com/socialstudies/holidays/lunarnewyear/ ○ https://jr.brainpop.com/socialstudies/geography/mexico/ ● My World Activity Cards ● African Americans Who Made History ppt: ○ https://drive.google.com/file/d/1ASDIRXFcmKarEtIV0BU9U-pVHzT14-tw/view ● One World, One Heart Beating song ○ https://oneworldoneheartbeating.com/ ● Achieve3000 ● Newsela ● Edpuzzle ● IXL ● NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curr/materials/holocaust.shtml	○ gmaps/ https://jr.brainpop.com/socialstudies/geography/continentsandoceans/ ○ https://jr.brainpop.com/socialstudies/geography/landforms/ ○ https://jr.brainpop.com/socialstudies/geography/ruralsuburbanandurban/ ● My World Activity Cards ● Tour the States song ○ https://www.youtube.com/watch?v=_E2CNZIIIVIg&list=RD_E2CNZIIIVIg&start_radio=1 ● Fifty Nifty United States song ○ https://www.youtube.com/watch?v=Q5BsyfLT9yo&list=RDQ5BsyfLT9yo&start_radio=1 ● Achieve3000 ● Newsela ● Edpuzzle ● IXL
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		• Virtual field trip ◦ https://www.weareteachers.com/virtual-museum-tours/ • Celebrating Cultural Diversity in the Classroom ◦ https://studenttreasures.com/blog/classroom-activities/celebrating-cultural-diversity-in-the-classroom/	
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Frontloading vocabulary • Graphic organizer • Peer collaboration • Small groups • Extra time • Read aloud directions • Simplify language • Build background knowledge • Cultural responsiveness • Group students with others of different learning levels and abilities • Mnemonic devices	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Frontloading vocabulary • Graphic organizer • Peer collaboration • Small groups • Extra time • Read aloud directions • Simplify language • Build background knowledge • Cultural responsiveness • Group students with others of different learning levels and abilities • Mnemonic devices	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Frontloading vocabulary • Graphic organizer • Peer collaboration • Small groups • Extra time • Read aloud directions • Simplify language • Build background knowledge • Cultural responsiveness • Group students with others of different learning levels and abilities • Mnemonic devices

	● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest	● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest	● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest
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	• Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions	• Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions	• Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Our Nation Past and Present <i>April-June</i> <i>(12 weeks)</i>		
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-SS: 6.3.2.GeoGL.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. 6.3.2.GeoGL.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. 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		
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	people in other countries.		
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion: 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. RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education. - Introduce a topic clearly. - Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. - Provide a conclusion.		

	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. W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames. 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. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify		
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	comprehension, gather additional information, or deepen understanding of a topic or issue. Recommended Text: ● <i>The Wump World</i> by Bill Peet ● <i>Wartville Wizard</i> by Don Madden ● <i>Click Clack Moo: Cows That Type</i> by Doreen Cronin ○ Discuss costs of labor and products and the farmer's economic loss when the animals are on strike. ● <i>Sam and the Lucky Money</i> by Karen Chinn ● <i>Corn is Maize</i> by Aliko ○ Discuss product development/natural resources (renewable and nonrenewable)		
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> ● 9.1 Personal Financial Literacy; <i>or</i> ● 9.2 Career Awareness, Exploration, Preparation & Training; or	Career Readiness, Life Literacies & Key Skills 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves. 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.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time. 9.1.2.PB.2: Explain why an individual would choose to save money.		

● 9.4 Life Literacies & Key Skills)	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). 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).		
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; - or ● 8.2 Design Thinking)	Design Thinking 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. 8.2.2.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.ETW.2: Identify the natural resources needed to create a product. 8.2.2.ETW.3: Describe or model the system used for recycling technology. 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.		
21st Century Life and Careers: Career Education: Write out complete	N/A		

NJSLS: (Only include if a CTE curriculum • 9.3 Career and Technical Education)			
Enduring Understandings: (Follow UbD: What big ideas will students know?)	• Compare and contrast life in the past with life today • Describe how our national heritage can be passed on and shared through stories, songs, and folktales • Identify various natural resources and explain how they are used • Understand the differences between a need and a want • Understand how to make good financial choices • Understand why people save money • Understand why people produce and consume goods and services		
Essential Questions: (Follow UbD best practices in the creation of questions)	1. How does life change throughout history? 2. Why are families important? 3. How are families similar and different? 4. How do we get what we want and need? 5. What are wants and needs? 6. How do we use goods and services? 7. How do producers and consumers depend on one another? 8. How have the ways in which		

	people exchange goods and services changed over time? 9. Where do goods come from? 10. What do people do when resources are scarce? 11. Why do people exchange goods and services with people in other countries?		
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments ● Textbook/Workbook Activities ● Conferences ● Drafts ● Exit Tickets ● Class Discussion ● Student Participation ● Teacher Observation Summative Assessments ● Unit Projects ● Written Analysis ● Formal Tests ● Demonstrations ● Performance-Based Tasks Alternative Assessments ● Choice Projects ● Notebook Assessments ● Oral Presentations Benchmark Assessments ● Initial Benchmark ● Mid-Year Benchmark		

	End of the year Benchmark		
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> - Amistad Law - Holocaust Law - LGBTQ/Disabilities Law)	Vocabulary needs, wants, goods, services, history, ancestor, culture, producers, consumers, markets, distributors, climate Activities - Create a historical timeline by putting events in chronological order - Create a comparison chart of need vs. wants - Act out things you learned to do since you were little - Create a collage of photos from the past that show different styles and objects people used - Create an advertisement using persuasive language - Create a needs and wants T-chart - Sort items for daily life and non-essential desires - Negotiate which items are essential for survival versus luxury if stranded on a deserted island - Act as producers selling goods or providing services and consumers making choices on what to buy. - Create a T-chart of goods and services - Write a skit of what it was like to live on a farm		

	DEI Activities • Discuss how laws changed and how it impacts who sits in the classroom today. • Create timelines of history • Find a local community helper or historical figure who impacted neighborhoods • Investigate how specific cultural events are celebrated globally or locally • Discuss how climate, geography, and cultural traditions change <i>how</i> we meet our needs • Build a classroom store with real-life community jobs		
Resources: <i>(Include names of texts and all online resources)</i>	• myWorld Social Studies book ○ Chapter 1: Lesson 1: Families ○ Chapter 1: Lesson 2: Different Kinds of Families ○ Chapter 1: Lesson 2: Map and Graph Skills: Interpret Timelines ○ Chapter 1: Lesson 3: Life Then and Now ○ Chapter 1: Lesson 4: Family History ○ Chapter 4: Lesson 1: Needs, Wants, and Choices ○ Chapter 4: Lesson 2: Food Producers		

	○ Chapter 4: Lesson 3: Producing and Consuming Goods ○ Chapter 4: Lesson 4: Challenges Producers Face ● BrainPopJr. ○ https://jr.brainpop.com/socialstudies/biographies/johnnyappleseed/ ○ https://jr.brainpop.com/science/conservation/naturalresources/ ○ https://jr.brainpop.com/socialstudies/economics/needsandwants/ ○ https://jr.brainpop.com/socialstudies/economics/savingandspending/ ○ https://jr.brainpop.com/socialstudies/economics/goodsandservices/ ● Need vs. Want activity ○ https://www.ecoliteracy.org/sites/default/files/CEL-Needs-Wants-Activity.pdf ● My World Activity Cards ● Achieve3000 ● Newsela ● Edpuzzle ● IXL		
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. Special Education	Special Education ● Individualized Education Plans (IEPs) ● Cooperative learning groups ● Scaffolded lessons		

2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced</i> 5. 504)	● Modified assignments and homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language ● Build background knowledge ● Cultural responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons		
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	● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest ● Bloom’s Taxonomy higher order thinking questions 504 Plans ● Flexible seating ● Chunking instructions ● Highlighted assignments ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Modified textbook or audio-video materials ● Oral assessments		
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	• Repeated directions		
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