

POMPTON LAKES SCHOOL DISTRICT

SOCIAL STUDIES
Grade 2

COURSE OF STUDY
2019

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Unit I Overview	
Content Area:	Social Studies
Unit Title:	Individuals and Cultures
Target Course/Grade Level: Grade 2	
Unit Summary: Students learn how traditions, relatives, communities, transportation, and keepsakes are part of a family's history.	
21st century themes: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	
Technology: 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.	
Unit Rationale: Students of the 21 st century will gain insight, with a global perspective, into their significant place and connection to other people and world events. Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present, including themes from the Holocaust.	
Learning Targets	
New Jersey Student Learning Standards:	
6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
Holocaust Commission Mandate: curriculum addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust.	
Primary interdisciplinary connections/Related Content: (NJSLs)	
Reading Standards for Informational Text	
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
RI.2.2 Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text.	
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.	
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
RI.2.7 Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.	
RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.	
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	
RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical	

texts, at grade level text complexity proficiently with scaffolding as needed.

Writing Standards:

W.2.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words 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.2.7 Participate in shared research and writing projects.

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

Content Statements:

- Individuals and families have unique characteristics.
- There are many cultures within the classroom and community.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experience they have had, the perspectives held by their cultures and their individual point of view.
- There are many different cultures within the classroom and community. Immigrants come to New Jersey and the United States for various reasons including for work and have a major impact on the state and the nation.
- The events of the Holocaust have led to the importance of acceptance and tolerance among students.

CPI #	Cumulative Progress Indicator (CPI)
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture
6.1.4.D.19	Explain how people with different cultural or individual perspectives may interpret experiences and events differently.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.P.D.1	Describe characteristics of oneself, one’s family, and others
6.1.P.D.2	Demonstrate an understanding of family roles and traditions
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community

Unit Essential Questions:

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- While creating a family tree do students understand the concept of generations?
- While learning about Holocaust themes of acceptance and tolerance, do students understand how to treat everyone equally?
- Multiculturally, can students recognize similarities and differences of a variety of cultures and traditions?

Unit Learning Targets

Students will ...

- Compare their individual influence with personal multicultural interactions.
- Understand that their actions have a global impact while moving toward the 21st Century.

Evidence of Learning

Summative Assessment:

End of unit test.

Formative Assessments:

- Students will investigate their ethnicity by locating, recording, and discussing regions and countries on a large classroom world map. Pair-Share.
- Students will participate in Global Read Aloud Project, where students around the globe read the same book and connect with other classes.
- Graffiti wall project on any given unit topic.

Benchmark/Performance Task:

Students will create and present individual family trees. See Social Studies Skills Table (Chronological Thinking and Presentational Skills): available at

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessments:

Role play with another student to demonstrate understanding of key unit concepts.

Lesson Plans and Pacing Guide

Suggested Lesson Plan	Time Frame – 10 weeks
Lesson 1 Family Studies	2 weeks
Lesson 2 Prejudice and Discrimination	2 weeks
Lesson 3 The Holocaust	2 weeks
Lesson 4 Immigration	2 weeks
Lesson 5 Summative Assessment	2 weeks

Teacher Resources:

Social Studies Text

BrainPop Jr

PebbleGo

RazKids

Mentor Texts: *Grandfather’s Journey*; *When I Was Young in the Mountains*; *Knots on a Counting Rope*; *Aunt Flossie’s Hats and Crab Cakes Later*; *Greenhorn*; access to related media in Media Center.
 Studies Weekly – provides leveled readers for each unit

Internet Resources:

Connections to Amistad and Holocaust:

<https://www.scholastic.com/teachers/articles/teaching-content/great-picture-books-teach-social-studies-grade-k-3/>

https://literacy.madison.k12.wi.us/files/reading/Social_Studies_Mentor_Text_List-June2012.pdf

Connections to Holocaust:

<http://teachwithpicturebooks.blogspot.com/2009/03/holocaust-picture-books.html>

New Jersey Amistad Commission:

www.nj.gov/education/amistad

www.nj.gov/education/amistad/resources/literacy.pdf

Equipment needed: large world wall map, globe, family tree template, material for projects, laptops/Chromebooks

Unit II Overview

Content Area: Social Studies

Unit Title: Earth, Our Home (Unit 2)

Target Course/Grade Level: Grade 2

Unit Summary: Students will learn Earth, Our World, is home to all living things. Students will learn about Earth's land and waters, recognize landforms (river, lake, plain, mountain, hill, valley, peninsula, island), the value of natural resources. They will also locate continents, countries, states, and their capitals.

Unit Rationale: Second grade students entering the 21st Century will have a clear understanding of the various landforms and their geographic locations. They will gain insight as to the earth's natural resources that are available to them and realize the importance of their own responsibility in preserving them.

21st century themes:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social, and economic impacts of decisions.

Technology:

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

Learning Targets

New Jersey Student Learning Standards:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Related Content:

Reading Standards for Informational Text

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

RI.2.2 Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text.

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

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

- RI.2.5** Know and use various text features to locate key facts or information in at text efficiently.
- RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7** Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10** Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Writing Standards

- W.2.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words 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.2.7** Participate in shared research and writing projects.
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

Content Statements:

- Students must recognize the local and global physical make up of the earth to include landforms and interdependent natural resources. Places are jointly characterized by their physical and human properties.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies and cultures.
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- Making informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternative solutions.

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have affected where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction affects the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others are.
6.1.4.B.9	Compare ways people choose to use and divide natural resources. Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.B.8	Identify the major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g.
6.1.4.B.10	Maps, globes, data visualizations can be used to understand cultural differences.

6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What natural resources are available to us? • How can they be used responsibly? • What can the student do to preserve them? • How would an individual be affected if our resources became depleted? • Can students locate and name the seven continents? <p>Can students locate their continent, country, state, and neighbors?</p> <p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • Understand their geographic location, • Learn the make up of the environment along with their responsibility in preserving and replenishing natural resources. • Be aware of the physical make up and location of the earth's water and land. 	
Evidence of Learning	
<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Students will experience virtual field trips as related to unit content • Students will create landform maps showing the seven continents. • A bulletin board display will be created to familiarize children with names and locations of states, countries, and continents. • Children will work in teams to create landforms using a variety of materials with creativity. • Students will create booklets illustrating state tree, flower, bird, and flag. • Students will utilize Google My Maps to create a map of the places they have visited. • Students will utilize Google Earth to visit countries and regions around the world virtually. • Formal and informal assessment to take place at end of unit (completed projects and formal assessment). <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Create a land form map using variety of materials. • Complete a puzzle to correctly place seven continents. <p>Benchmark/Performance Assessment: Take a virtual field trip to visit a state or country of their choice – share with classmates. See Social Studies Skills Table (Presentational Skills): available at https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p> <p>Alternative Assessment: Create a booklet showing state tree, bird, flower, and flag.</p>	
Lesson Plans and Pacing Guide	
Suggested Lessons	Timeframe – 10 weeks
Lesson 1 Landform Maps & Virtual Tours	3 weeks
Lesson 2 Study: State Flower, Tree, Bird, and Flag	3 weeks
Lesson 3 Google Earth Study	2 weeks

Teacher Resources:

Social Studies text

Mentor Texts: *The Little House; Busy, Busy Town; All the Places to Love; Nine O'clock Lullaby; Miss Rumphius; Earth Dance*

Books: *Me on the Map, There's A Map on my Lap!*

Reading A-Z Projectable book: *Mighty Mississippi*

Reading A-Z Projectable book: *Raven & the Flood Folktale*

Studies Weekly – Week 12-14 Leveled Readers

Websites:

<http://docsteach.org/>

<http://www.njamistadcurriculum.net/history/unit/social-studies-skills/navigations/3455>

<http://www.smithsoniansource.org/>

There's a Map on My Lap! <http://viewpure.com/NazvXwWumaQ?start=0&end=0>

Me on the Map <http://viewpure.com/b0cjSXC2rHE?start=0&end=0>

Reading Maps www.brainpopjr.com

www.nj.gov/education/amistad/resources/literacy.pdf

Google My Maps

Google Earth

Skype

Videos: www.youtube.com

Sesame Street - Map Song

321 Contact: Arctic/Antarctic

Exploring Landforms and Bodies of Water for Kids: FreeSchool Video

See Amistad and Holocaust resources from Unit 1.

Unit III Overview

Content Area: Social Studies

Unit Title: A Working World (Unit 3)

Target Course/Grade Level: Grade 2

Unit Summary: Students will discover the difference between needs and wants, goods and services. They will also learn about the types of work people do in their community and how this work can help others.

Unit Rationale: Students in the second grade will gain insight into global interdependence of goods. They will understand the concept of trading on a broad level. They will recognize the role of community workers and how it directly affects them for future possible career choices.

21st century themes:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.A.2 Identify various life roles and civic and work-related activities in the school, home and community.

9.2.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Technology:

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.2.2.B.1 Identify how technology impacts or improves life.

Learning Targets

New Jersey Student Learning Standards:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Related Content (NJSLS):

Reading Standards for Informational Text

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

RI.2.2 Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text.

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

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

RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.

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

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

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

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

RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical

texts, at grade level text complexity proficiently with scaffolding as needed.

Writing Standards:

W.2.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words 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.2.7 Participate in shared research and writing projects.

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

Content Statements:

1. Bring students to the awareness of trading on a broader scale and a connection to community workers as possible career choices.
2. Everyone is part of a larger neighborhood and community.
3. Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
4. People make decisions based on their needs, wants and the availability of resources.
5. Economics is a driving force for the occurrence of various events and phenomena in societies.
6. Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers and governments within the economic system.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

Unit Essential Questions:

- Can students identify the difference between wants and needs and apply the concept to their own lives?
- Can students define the difference between goods and services and give examples?
- Can students compare and contrast the concept of trade on a student, family, and global level?

Unit Learning Targets:

- Students will differentiate between basic needs as opposed to wants.
- Students can relate to the goods and service within their community.
- Students will be able to apply the concept of trade and will realize how the concept of controlling trade affects not only their lives, but the lives of others as well.

Evidence of Learning

Summative Assessment:

Students will experience virtual field trips as related to unit content:

- Students will create their own virtual community with community workers and businesses. They will experience trading and the creation of goods and providing of services.
- The class will create a community map identifying areas within their own community using both paper and Google Maps. Students can work in groups to create a “tour” of their community in Google Tour Builder.
- Students will work in groups to create flow charts of common daily tasks to be shared with their peers.
- Collaborate with the local community members to discuss community jobs.

Formative Assessment suggestions:

- Video tape students as they role play community workers

- Venn diagram to illustrate wants and needs
- Create students' local community and apply their knowledge through recreation of local businesses
- Develop flow charts of daily activities to be shared
- Tour school and recreate a school map

Invite community workers into the classroom to discuss their roles through interviews.

Benchmark/Performance Assessments:

Record interviews with members of school faculty and staff about job descriptions.

See Social Studies Skills Table (Presentational Skills): available at

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessments:

Make “school worker banners” describing various jobs of workers within the school.

Lesson Plans and Pacing Guide

Suggested Lessons	Timeframe – 6 weeks
Lesson 1 Trade	2 weeks
Lesson 2 Community Members, Roles, & Relations	2 weeks
Lesson 3 Needs and Want	2 weeks

Teacher Resources:

Social Studies textbook

Chromebooks

Video Camera/Video Capability Device

Studies Weekly – Weeks 22/23

Mentor Texts: *O, Say Can You Seed?*; *Magic School Bus: Plants Seeds*; *The Great Watermelon Contest*; *Rice to Life*; *Money, Money, Honey Bunny*; *Seeds of Fortune*; *Slugger’s Car Wash*; *Off to Work*

Websites:

<http://docsearch.org>

<http://www.smithsoniansource.org>

<https://www.icivics.org>

Books:

We the Kids by David Catron

No David by David Shannon

The Crayon Box that Talked by Shane DeRolph

First Day Jitters by Judith DuFour

Miss Nelson is Missing

Grace for President

Three Questions

Reading A-Z Project-based learning packet: Can I Vote?

EPIC Books!

See online resources for Amistad and Holocaust from Unit I.

Unit IV Overview

Content Area: Social Studies

Unit Title: We the People (Unit 4)

Target Course/Grade Level: Grade 2

Unit Summary: Students will learn about government. Students will be able to explain that each city, state, and country has its own government.

Unit Rationale: Students will understand their responsibility to vote and how the choices they have an impact upon their own futures. They will gain insight to the connection between voting and world events.

21st century themes:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.A.2 Identify various life roles and civic and work-related activities in the school, home and community.

9.2.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Technology:

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Learning Targets

New Jersey Student Learning Standards:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

Related Content (NJSLS):

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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.2.7 Participate in shared research and writing projects.

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

Music Standards:

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

Content Statements:

1. Rules and laws are developed to protect people’s rights and the security and welfare of society.
2. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.12.	Explain the process of creating change at the local, state, or national level

Unit Essential Questions:

- Do children understand the key terms used in describing the government?
 - How can citizens get laws made or changed?
 - Do students understand the importance of their role as a U.S. citizen?
- Are students able to compare rules and roles within the school to community laws?

Unit Learning Targets

Students will ...

- Recognize that their role as a U.S. citizen will have a significant and active part in law making and government.
- Realize that change and laws and ways of life are influenced by their vote
- Understand that a democracy gives them the right to vote.

Evidence of Learning

Formative Assessments:

- Students will create an American flag using paper links and stars for dedication and display.
- Role play and videotape campaign speech for election.
- Create campaign slogans and buttons for class mock elections.
- Writing projects such as writing a mock acceptance speech.
- Create a timeline to show legislative process.

Summative Assessment: End of unit test.

Benchmark/Performance Assessment:

Videotape campaign speech in order to be elected.

Alternative Assessment: See Social Studies Skills Table (Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Lesson Plans and Pacing Guide

Suggested Lesson Plans	Timeframe – 8 weeks
Lesson 1 Voting and Elections	2 weeks
Lesson 2 Presidents	2 weeks
Lesson 3 Our Flag and other American Symbols	2 weeks
Lesson 4 America	2 weeks

Teacher Resources:

Social Studies textbook

Chromebooks

Video Camera/Video Capability Device

Studies Weekly – Weeks 22/23

Mentor Texts: *The Day We Go to Vote; Vote!; Woodrow for President; Election Day; Cast Your Vote; Race for President; Harvesting Hope; Arthur Meets the President; City Green; Flag for Our Country; Many States, One Country; Scrambled States of America; America the Beautiful; This Land is Your Land*

See Amistad and Holocaust resources from Unit I.

Unit V Overview

Content Area: Social Studies

Unit Title: Discovering Our Past (Unit 5)

Target Course/Grade Level: Grade 2

Unit Summary: Children will learn about our country's history, or past. They will learn that they also have a history, including their own past and the past of family members. Students will learn about Native Americans, early explorers and settlers, and our country's journey toward independence.

Unit Rationale: Students will recognize that individual citizens make up past, present, and future. What we learn from each event has an impact on the future.

21st century themes:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.A.2 Identify various life roles and civic and work-related activities in the school, home and community.

9.2.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Technology:

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Learning Targets

New Jersey Student Learning Standards:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

Related Content:

Reading Standards for Informational Text

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

RI.2.2 Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text.

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

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

RI.2.5 Know and use various text features to locate key facts or information in at text efficiently.

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

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

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

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

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

New Jersey Student Learning Standards:

Writing Standards:

<p>W.2.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words to connect opinion and reasons, and provide a conclusion.</p> <p>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.</p> <p>W.2.7 Participate in shared research and writing projects.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	
<p>Content Statements:</p> <ol style="list-style-type: none"> 1. Key historical events, documents, and individuals led to the development of our nation. 2. Personal, family, and community history is a source of information for individuals about the people and places around them. Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. 	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.4.D.8	Determine the significance of New Jersey’s role in the American Revolution.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage changes.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Who were the first people to live in America? • Can students explain the difference between an explorer and a colonist? • Do students know basic reasons for the Revolutionary War? • Do students understand the meaning of independence and its connection to July 4? • Do students understand concepts of slavery and freedom? <p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Recognize that independence and freedom are intrinsic privileges. • Understand that today’s armed forces continue to protect our freedom. • Students will apply the knowledge gained in this unit (using time lines) to portray the development of our country. 	
Evidence of Learning	
<p>Formative Assessment Suggestions:</p> <ul style="list-style-type: none"> • Students will experience virtual field trips related to unit content. • Students will make passports related to individual ethnic background. • Students will gain an awareness of the connection between constellations, slavery, and the 	

Underground Railroad through exploration of these areas.

- Make maps identifying Underground Railroad routes.
- Working in teams, create presentation on Native American tribes via videotape as a member of a tribe of their choice.

Summative Assessment:

Formal assessment to take place at end of unit (completed projects).

Benchmark/Performance Assessment: Students will be able to read, understand, create, and present timelines. See Social Studies Skills Table (Presentational Skills): available at

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment: Students may read *The Keeping Quilt* by Patricia Polacco and create a quilt (paper or fabric) about their own heritage.

Lesson Plans and Pacing Guide

Suggested Lessons	Timeframe – 3 weeks
Lesson 1 Understanding our Ethnic Backgrounds	1 week
Lesson 2 Underground Railroad and Slavery	1 week
Lesson 3 Native Americans	1 week

Equipment needed: Social Studies text, computers

Teacher Resources:

Social Studies text

Studies Weekly – Week 8 (Native Americans), Week 7 (Explorers), Week 15 (Slavery)

BrainPop Jr

Mentor Texts: *Follow the Drinking Gourd; Henry and the Freedom Box; Biography of Harriet Tubman; Grandfather’s Journey; Scrambled States of America; America the Beautiful; This Land is Your Land; Legend of Johnny Applesseed; Picture Book of Benjamin Franklin; Grace for President; Cast Your Vote; Woodrow for President; Vote!; The Legend of Blue Bonnet; Long, Long Ago; Watch the Stars Come Out; Who Came Down That Road?; Abe Lincoln’s Hat; If You Grew Up With George Washington; My Family Lives in America; Wagon Wheels; Kids’ America; Little House on the Prairie; Amistad: The Story of a Slave Ship*

Books:

- How Many Days to America? by: Eve Bunting
- Reading A-Z The First Thanksgiving Projectable Shared Reading
- Reading A-Z Totem Poles Leveled Book
- Ruby Bridges Goes to School by Ruby Bridges
- A Picture Book of Ruby Bridges by Robert Coles
- Tea with Milk by Allan Say
- Grandfather’s Journey by Allan Say
- Blackout by John Rocco
- Name Jar by Yangsook Choi
- A Chair For My Mother by Vera B. Williams
- The Little House by Virginia Lee Burton
- The Keeping Quilt by Patricia Polacco
- The Blessing Cup by Patricia Polacco

Websites:

New Jersey Amistad Commission:

www.nj.gov/education/amistad

www.nj.gov/education/amistad/resources/literacy.pdf

Connections to Amistad Project in these mentor texts.

https://literacy.madison.k12.wi.us/files/reading/Social_Studies_Mentor_Text_List-June2012.pdf

Connections to Amistad and Holocaust.

<https://www.scholastic.com/teachers/articles/teaching-content/great-picture-books-teach-social-studies-grade-k-3/>

Connections to Amistad and Holocaust.

<http://teachwithpicturebooks.blogspot.com/2009/03/holocaust-picture-books.html>

Connections to Holocaust.

Unit VI Overview

Content Area: Social Studies

Unit Title: People, Places, and Holidays (Unit 6)

Target Course/Grade Level: Grade 2

Unit Summary: Children will recognize ways people celebrate special days and be able to name their own family and friends' celebrations.

Unit Rationale: Students will understand the concept of stereotype and the need for respect of cultures other than their own. With this concept in mind, they will learn that they have a significant responsibility to continue, enhance, and share the longevity of their own unique culture.

21st century themes:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.A.2 Identify various life roles and civic and work-related activities in the school, home and community.

9.2.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Technology:

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Learning Targets

New Jersey Learning Standards:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Related Content:

Reading Standards for Informational Text

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

RI.2.2 Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text.

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

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

RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.

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

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

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

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

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

New Jersey Student Learning Standards:**Writing Standards:**

W.2.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words 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.2.7 Participate in shared research and writing projects.

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

Content Statements:

1. Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

2. Individuals and families have unique characteristics. There are many different cultures within the classroom and community.

3. Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

4. Cultures struggle to maintain traditions in a changing society.

CPI #	Cumulative Progress Indicator (CPI)
6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how people with different cultural or individual perspectives may interpret experiences and events differently.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Essential Questions

- Can students name the holiday that honors George Washington, Abraham Lincoln, and other presidents?

- Why is Dr. Martin Luther King, Jr. honored?
- Why do we celebrate Memorial Day?
- Can students name and describe their own cultural celebrations, customs, and holidays?
- Will students be able to compare and contrast multicultural holidays with classmates?
- Can students list holidays celebrated within their own community?
- Do students demonstrate an understanding of content related terminology?

Unit Learning Targets

Students will ...

- Be able to personally relate to the past, present, and future to the content of this unit regarding customs, traditions, and celebration of holidays.
- Understand their significant role in contributing to their community and global diversity.

Evidence of Learning

Summative Assessment:

- Students will create a personal timeline beginning with their birthday to present and project future events.
- Students will make silhouettes of President Lincoln and President Washington and then record biographic information for each.
- “Meet the President” project – With the use of newspaper find information of current events.
- Make a local holiday timeline.
- Students will participate in a team project identifying cultural and traditional commonalities to be displayed on large chart poster paper and shared.
- Students will complete a “Home-School” project in which they interview parents and discover who was president during the parents’ second grade year on Flipgrid
- Formal and informal assessment to take place at end of unit (completed projects and formal assessment).

Formative Assessment Suggestions:

- Commonality Charts
- Turn and Talk
- Creation of timelines (holiday, etc)
- Completion of Venn Diagrams

Benchmark/Performance Assessment:

Video presentation of biographical information of presidents. See Social Studies Skills Table (Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment:

Multi-Intelligence presentations about past presidents.

Lesson Plans and Pacing Guide

Suggested Lessons	Timeframe – 3 weeks
Lesson 1 People, Places	1-2 weeks
Lesson 2 Holidays	1 week

Equipment needed: Social Studies text, maps, globes, timeline, computer, materials for projects

Teacher Resources:

Social Studies text
 Studies Weekly
 BrainPop Jr
 Scholastic News

Videos: Holidays Around the World; People Behind the Holidays , MLK Jr – Brainpop Jr

Mentor Texts: Asha in the Attic; A Picture Book of George Washington; Happy New Year; Dragon

Parade; Birthday; Celebrating Life Around the World; The Story of the Statue of Liberty; Lion Dancer; Holidays Around the World

Books:

Grace for President by Kelly DiPucchio <http://viewpure.com/mGNbbgwh8Bs?start=0&end=0>
Who Was/Who Is- George Washington, Ben Franklin and Thomas Jefferson Text Set
Looking at Lincoln by Maira Kalman

New Jersey Amistad Commission:

www.nj.gov/education/amistad

Mentor Texts:

www.nj.gov/education/amistad/resources/literacy.pdf

Connections to Amistad Project in these mentor texts.

https://literacy.madison.k12.wi.us/files/reading/Social_Studies_Mentor_Text_List-June2012.pdf

Connections to Amistad and Holocaust.

<https://www.scholastic.com/teachers/articles/teaching-content/great-picture-books-teach-social-studies-grade-k-3/>

Connections to Amistad and Holocaust.

<http://teachwithpicturebooks.blogspot.com/2009/03/holocaust-picture-books.html>

Connections to Holocaust.

Considerations for classified students and students with 504 plans:

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)
<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)
2. Building Background
3. [Comprehensible Input](#)
4. [Strategies](#)
5. [Interaction](#)

6. [Practice and Application](#)
7. [Lesson Delivery](#)
8. [Review and Assessment](#)

- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
- Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and

to create and implement a plan that is carried out by a variety of staff members in the building.

- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.