

Beach Haven School District

Social Studies Curriculum

Grade 2

Introduction

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Revised on:	June 22, 2022
Revised by:	Katie Micek
Proposed Revision Date	Summer 2025

Recommended Pacing Guide	
Citizenship & Economics	60 Days
Heritage & Culture Within History	60 Days
Communities & Geography	60 Days

Unit 1: Citizenship & Economics	Duration: 60 days
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Suggested Accommodations
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide extended time ● Model directions and provide gestures to increase understanding ● Simplify written and verbal instructions ● Build in more group work to allow ELL students to interact and communicate with peers ● Show photos, videos, and definitions when possible for culturally unique vocabulary ● Use sentence frames to give students practice with academic language ● Reduce reading load. ELL students need to put a lot more effort into decoding and comprehending words in another language ● Implement pre-reading strategies such as picture walks or topic discussions ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Utilize visual charts/cues ● Highlight keywords ● Provide manipulatives ● Frequently check for understanding ● Read test questions aloud ● Display a word wall with current academic vocabulary in each subject ● Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Differentiated assignments/projects/assessments
- Open-ended/abstract questions to activate higher-level thinking
- Higher-level texts
- Student developed extension activities
- Plan self-directed inquiry
- Opportunities to push assessment/activity boundaries
- Self-centered curriculum allowing for student choice
- Provide opportunities for group work with other students on their ability level
- Allow opportunities for problem-based learning
- Develop lessons that are student-centered and teacher-facilitated
- Promote creativity and critical thinking

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents

- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer to tutor. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
- Rather than interpreting parental absences as a lack of commitment to their children's education, ask families what you can do to support an ongoing partnership.
- Phone conferences as an alternative.
- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.
- Use a variety of classroom strategies that strengthen social and emotional skills
- Helping students to set goals and build goal-setting skills

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Collaborate with language professionals and ESL teachers
- Understand students' home cultures to better comprehend their behavior in and out of the classroom
- Instruction focuses on students' creation of meaning about content in an interactive and collaborative learning environment
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning
- Integrate the arts into learning activities
- Provide vocabulary in English and Spanish when possible
- Place value on the languages and cultures of student
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Highlight keywords
- Provide manipulatives

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Social Studies Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real-world issues. Inquiries incorporating questions from various social science disciplines build an understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

New Jersey Student Learning Standards

- **6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.2:** Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.CivicsPI.3:** Explain how individuals work with different levels of government to make rules.
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.

- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPI.6:** Explain what government is and its function.
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **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.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.

Interdisciplinary Connections

Reading

- **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.8** Describe how reasons support specific points the author makes in a text.

Speaking and Listening

- **SL.2.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

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

[Computer Science and Design Thinking](#)

- **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.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

[Career Readiness, Life Literacies, and Key Skills](#)

- **9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards)
- **9.1.2.FP.1:** Explain how emotions influence whether a person spends or saves.
- **9.1.2.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.

[Career Readiness, Life Literacies, and Key Skills Practices](#)

Act as a responsible and

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the

<p>contributing community member and employee.</p>	<p>impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Attend to financial well-being.</p>	<p>Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>

Use technology to enhance productivity increase collaboration and communicate effectively.	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
Work productively in teams while using cultural/global competence.	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> ● Turn and Talks ● Exit Tickets ● Kahoot ● Flipgrid ● Classroom Discussion ● Cooperative Learning Groups ● Rubric 	Alternative Assessments: <ul style="list-style-type: none"> ● Classroom Discussion ● Writing Task: generate a list of ways to be kind ● Writing Task: create a kindness pledge and justify how you are going to be kind ● Project-Based: create a flyer or career advertisement about a career of choice ● Writing Task: create rules for home and/or school
Summative Assessments: <ul style="list-style-type: none"> ● Participation ● Teacher Observation ● District Assessments ● Daily Activities ● Anecdotal Notes 	Benchmark Assessments: <ul style="list-style-type: none"> ● District Assessments ● Daily Activities

Knowledge & Skills	
Enduring Understandings:	Essential Questions:

- Students will identify that laws are rules people in a community must follow.
- Students will determine the qualities of a good citizen.
- Students will understand that people work to earn money.
- Students will understand that tax is money that people pay to a community to pay the workers for what they do.
- Students will understand that volunteers do important jobs without getting paid.
- Students will identify that needs are things people must have in order to live, like shelter, and that wants are things that people would like to have but do not need in order to live.
- Students will understand that goods are things that are made or grown.
- Students will understand that a service is something that people do for others.
- Students will understand that a producer makes or grows goods to sell and that a consumer uses the goods.
- Students will identify that a factory is a building where things are made.
- Students will understand that trade is when we give something and then get something back and that different countries trade using various routes.
- Students will understand that technology is an advantage that makes things faster, easier, or better.

- Why do people work?
- What is a tax and what is it used for?
- What is a volunteer?
- What are needs and wants?
- What are goods and services?
- What are producers and consumers?
- What is a factory?
- What is trade?
- What is technology?
- How is technology an advantage?
- What are laws?
- What is a good citizen?
- How can I see growth in our community over time by looking at changes in the way people work, live, and govern themselves?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- HMH into Social Studies- Kids Discover
 - Magazines: Heroes, Why People Work, Leaders & Government)
- BrainPop Jr.
- Youtube
- Classroom rules chart

Varied Levels of Text:

- *If Everybody Did* by Jo Ann Stover
- *What Can Citizens Do?* by Dave Eggers
- *Maybe Something Beautiful* by F. Isabel Campoy, Theresa Howell
- *Miss Nelson is Missing* by Harry Allard & James Marshall
- *Rules and Laws* by Ann Kishel
- *Joseph Had a Little Overcoat* by Simms Taback
- *Click Clack Moo: Cows that Type* by Doreen Cronin

- *Trashy Town* by Andrea Zimmerman
- *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst
- *Do I Need It? Or Do I Want It?* by Jennifer S. Larson
- *The Story of Ruby Bridges* by Robert Coles
- *Duck for President* by Doreen Cronin

Unit 2: Heritage and Culture

Duration: 60 days

Suggested Accommodations

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Build in more group work to allow ELL students to interact and communicate with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Use sentence frames to give students practice with academic language
- Reduce reading load. ELL students need to put a lot more effort into decoding and comprehending words in another language
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Highlight keywords
- Provide manipulatives
- Frequently check for understanding
- Read test questions aloud
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
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- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
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Gifted and Talented:

- Differentiated assignments/projects/assessments
- Open-ended/abstract questions to activate higher-level thinking
- Higher-level texts
- Student developed extension activities
- Plan self-directed inquiry
- Opportunities to push assessment/activity boundaries
- Self-centered curriculum allowing for student choice
- Provide opportunities for group work with other students on their ability level
- Allow opportunities for problem-based learning
- Develop lessons that are student-centered and teacher-facilitated
- Promote creativity and critical thinking

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
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- Provide structure and adhere to a consistent daily routine with clear and concise rules
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Economically Disadvantaged:

- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer to tutor. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level

- Rather than interpreting parental absences as a lack of commitment to their children’s education, ask families what you can do to support an ongoing partnership.
- Phone conferences as an alternative.
- Initiating an interactive journal with the parent about what’s happening at school and at home could help with teacher-parent dialogue.
- Use a variety of classroom strategies that strengthen social and emotional skills
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Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
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Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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Social Studies Practices

Developing Questions	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions
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and Planning Inquiry	from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

[New Jersey Student Learning Standards](#)

- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.EconGE.1:** Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- **6.1.2.EconGE.2:** Explain why people in one country trade goods and services with people in other countries.
- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- **6.1.2.HistorySE.2:** Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- **6.1.2.HistorySE.3:** Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

Interdisciplinary Connections

Reading

- **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
- **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or Describe.
- **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

Speaking and Listening

- **SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules 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 comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 36 for specific expectations.)

Writing

- **W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

Computer Science and Design Thinking

- **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.
- **8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.
- **8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, and 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.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.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).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and

economic impacts of decisions.	utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> ● Turn and Talks ● Exit Tickets ● Kahoot ● Classroom Discussion ● Cooperative Learning Groups ● Rubric 	Alternative Assessments: <ul style="list-style-type: none"> ● Project-Based: Book Report about a Famous Person ● Project-Based: Create a Google Slide about your culture to present to the class ● Writing Task: What Famous American has influenced you in some way and why? ● Classroom Discussion
Summative Assessments: <ul style="list-style-type: none"> ● Participation ● Teacher Observation ● District Assessments ● Daily Activities ● Anecdotal Notes 	Benchmark Assessments: <ul style="list-style-type: none"> ● District Assessments ● Daily Activities

Knowledge & Skills

Enduring Understandings:

- Students will understand that stereotyping and prejudice can lead to conflict using examples from past and present.
- Students will be able to identify Dr. Martin Luther King and other civil rights leaders.
- Students will understand that activists served as catalysts to inspire change for future generations.
- Students will understand that a negative mindset can lead to negative actions.
- Students will understand that all people are equal, capable, and deserve respect.
- Students will understand that all people deserve respect.
- Students will understand that some people have been treated unfairly.
- Students will understand that the negativity of our past should not continue into our future.
- Students will be able to identify that we can learn from all people.
- Students will understand that America is representative of various cultures and traditions.

Essential Questions:

- What is discrimination?
- What is prejudice?
- Why do we have conflict?
- What is stereotyping?
- Who were Dr. Martin Luther King & other black Americans?
- Why are Dr. King and other black Americans important to our country?
- Why is George Washington the father of our country?
- How did Abe Lincoln change our country's view on slavery?
- What is the history behind your family's traditions?
- How are traditions from different cultures similar and different?
- How can we learn from the past?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- HMH into Social Studies- Kids Discover
 - Magazines: Family Histories, A World of Culture, America's Beginnings
- BrainPop Jr.
- Scholastic News Readers
- Google Earth
- Youtube

Varied Levels of Text:

- *A House by the River* by William Miller
- *Willie Wins* by Almira Astudillo Gilles
- *First Day in Grapes* by L. King Perez
- *Teammates* by Peter Golenbock
- *Free at Last: The Story of Martin Luther King* by Angela Bull
- *I am Rosa Parks* by Brad Meltzer
- *Ruby Bridges Goes to School: My True Story* by Ruby Bridges
- *Martin's Dream* by Christine Platt
- *The Keeping Quilt* by Patricia Polacco

- *A Picture Book of Martin Luther King, Jr.* by David A. Adler
- *Martin Luther King, Jr.* by Pam Parker

Unit 3: Communities & Geography

Duration: 60 days

Suggested Accommodations

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Build in more group work to allow ELL students to interact and communicate with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Use sentence frames to give students practice with academic language
- Reduce reading load. ELL students need to put a lot more effort into decoding and comprehending words in another language
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Highlight keywords
- Provide manipulatives
- Frequently check for understanding
- Read test questions aloud
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus

- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Differentiated assignments/projects/assessments
- Open-ended/abstract questions to activate higher-level thinking
- Higher-level texts
- Student developed extension activities
- Plan self-directed inquiry
- Opportunities to push assessment/activity boundaries
- Self-centered curriculum allowing for student choice
- Provide opportunities for group work with other students on their ability level
- Allow opportunities for problem-based learning
- Develop lessons that are student-centered and teacher-facilitated
- Promote creativity and critical thinking

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer to tutor. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
- Rather than interpreting parental absences as a lack of commitment to their children's education, ask families what you can do to support an ongoing partnership.
- Phone conferences as an alternative.

- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.
- Use a variety of classroom strategies that strengthen social and emotional skills
- Helping students to set goals and build goal-setting skills

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Collaborate with language professionals and ESL teachers
- Understand students' home cultures to better comprehend their behavior in and out of the classroom
- Instruction focuses on students' creation of meaning about content in an interactive and collaborative learning environment
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning
- Integrate the arts into learning activities
- Provide vocabulary in English and Spanish when possible
- Place value on the languages and cultures of student
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Highlight keywords
- Provide manipulatives

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Social Studies Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

[New Jersey Student Learning Standards](#)

- **6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.2:** Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.CivicsPI.3:** Explain how individuals work with different levels of government to make rules.
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.SV.3:** Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- **6.1.2.Geo.SV.4:** Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- **6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.Geo.HE.4:** Investigate the relationship between the physical environment of a place and the economic activities found there.
- **6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- **6.3.2.CivicsPD.1:** With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- **6.3.2.GeoGI.1:** Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- **6.3.2.GeoGI.2:** Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Interdisciplinary Connections

Reading

- **RI 2.1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RI 2.2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text
- **RI 2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical

procedures in a text.

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

Speaking and Listening

- **SL 2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL 2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL 2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL 2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

- **W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

[Computer Science and Design Thinking](#)

- **8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.
- **8.2.2.ITH.5:** Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- **8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

[Career Readiness, Life Literacies, and Key Skills](#)

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.

[Career Readiness, Life Literacies, and Key Skills Practices](#)

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> ● Turn and Talks ● Exit Tickets ● Kahoot ● Classroom Discussion ● Cooperative Learning Groups ● Rubric 	Alternative Assessments: <ul style="list-style-type: none"> ● Project-Based: Presenting his/her state of choice they researched ● Project-Based: Create a state flag ● Writing Activity: Write an informational piece on a chosen state. ● Project-Based: Create a map of your community or room ● Writing Activity: Write directions using a compass rose

	<ul style="list-style-type: none"> ● Writing Activity: Write about ways that you contribute to your community. How does your contribution make your community a better place to live?
Summative Assessments: <ul style="list-style-type: none"> ● Participation ● Teacher Observation ● District Assessments ● Daily Activities ● Anecdotal Notes 	Benchmark Assessments: <ul style="list-style-type: none"> ● District Assessments ● Daily Activities

Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> ● Students will understand a community is a place where people live, work, and have fun together. ● Students will be able to explain that a neighbor is someone who lives in the same neighborhood. ● Students will be able to identify there are suburban, rural, and urban areas. ● Students will understand that people adapt to their environment in different ways to create communities. ● Students will understand that community members have civic responsibilities. ● Students will understand that community members can make/have notable contributions. ● Students will identify that people adapt to, resist, or participate in community change. ● Students will understand that all communities have important characteristics that help describe daily life (e.g., food, clothing, shelter, businesses, etc.). ● Students will understand that all communities rely on institutions to help meet the needs of the people (e.g., police, hospitals, schools, government). ● Students will understand that an individuals' local community is part of a larger whole (state, nation, continent). 	Essential Questions: <ul style="list-style-type: none"> ● What is a community? ● What are neighbors? ● What different kinds of communities are there? ● How do people shape a community? ● What are civic responsibilities? ● How are communities different/similar? ● What types of institutions help people in a community? ● How can I see growth in our community over time by looking at changes in the way people work, live, and govern themselves? ● What town, state, country, and continent do you live in? ● Can you find where you live on a map? ● How can you contribute to your community to make it a better place to live?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- HMH into Social Studies- Kids Discover
 - Magazines: Communities & Resources, Location, North America
- BrainPop Jr.
- Youtube
- Google Earth
- Scholastic News

Varied Levels of Text:

- *The Boy with the Rainbow Heart* by William Mason
- *It's Okay to Be Different* by Todd Parr
- *Hey Wall: A Story of Art and Community*, by Susan Verde and illustrated by John Parra
- *Maybe Something Beautiful: How Art Transformed a Neighborhood*, by F. Isabel Campoy and Theresa Howell
- *A Community* by Bruce Larkin
- *Life in a Rural Community* by Bruce Larkin
- *Life in a City* by Bruce Larkin
- *Different Communities* by Bruce Larkin
- *Communities Need Each Other* by Bruce Larkin
- *Communities* by Gail Saunders-Smith
- *Franklin's Neighborhood* by Paulette Bourgeois
- *On the Town: A Community Adventure* by Judith Caseley
- *Places in My Community* by Bobbie Kalman
- *Next Stop Grand Central* by Maira Kalman
- *Grandpa's Corner Store* by Dyanne Disalvo-Ryan
- *Yard Sale!* by Mitra Modarressi
- *Donavan's Word Jar* by Monalisa and Hanna, Cheryl Degross
- *Night on a Neighborhood Street* by Eloise Greenfield

