

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name: Social Studies</b>	<b>Grade Level(s): 2nd</b>
<b>Department: Humanities</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: September 15, 2022</b>	<b>Revision Date(s): August 2022</b>

### Course Description

Students in grade two continue the examination of citizenship, which began in the previous grades with a study of both local and state government. Students are introduced to the colonization of New Jersey and track the role that New Jersey played in the events leading to the American Revolution. The responsibilities of individuals to engage in active citizenship are addressed in a project-based learning experience while human rights and the interdependence of citizens in a global economy and society are discussed.

### Mission Statement

**The Pittsgrove Township School District believes in growing all learners to thrive.** The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

### **Curriculum & Instruction Goals**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### **How to Read this Document**

This curricular document contains both a  *pacing guide*  and  *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to  *when*  critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The  *curriculum units*  contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

<b>NJ Administrative Code and Statutes Key</b>
<b>^=Amistad Law</b> <b>O=Diversity &amp; Inclusion Law</b> <b>&lt;&gt;=Holocaust</b> <b>=LGBT and Disabilities Law</b> <b>*=AAPI (Asian American and Pacific Islanders)</b> <b>\$=Financial Literacy</b> <b>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</b>

**Pacing Guide**

**Course Title: 2nd Grade Social Studies**

**Prerequisite(s): N/A**

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<b>Trimester 1: Civics, Government and Human Rights</b>	60 days	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPI.1</li> <li>● 6.1.2.CivicsPI.2</li> <li>● 6.1.2.CivicsPI.3</li> <li>● 6.1.2.CivicsPI.4</li> <li>● 6.1.2.CivicsPI.5</li> <li>● 6.1.2.CivicsPD.1</li> <li>● 6.1.2.CivicsPD.2</li> <li>● 6.1.2.CivicsDP.2</li> <li>● 6.1.2.CivicsPR.1</li> <li>● 6.1.2.CivicsPR.2</li> <li>● 6.1.2.CivicsPR.3</li> <li>● 6.1.2.CivicsPR.4</li> <li>● 6.1.2.CivicsCM.1</li> <li>● 6.1.2.CivicsCM.2</li> <li>● 6.1.2.CivicsCM.3</li> <li>● 6.1.2.Geo.GI.2</li> <li>● 6.1.2.HistoryCC.3</li> <li>● 6.1.2.HistorySE.1</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will understand the importance of laws/rules in schools and communities as well as their consequences.</li>   <li>2. Students will understand the roles in their local, state and national governments and how they interact.</li>   <li>3. Students will be able to explain how to create change at the local, state or national level.</li> </ol>	<p>Students will be able to investigate laws from the community and/or school and analyze the purpose behind those rules and laws.</p> <p>Students will be able to identify the characteristics of a good citizen. Students will be able to explain the importance behind being a good citizen.</p> <p>Students will recognize and explain that the Constitution guarantees certain rights.</p> <p>Students will be able to identify the roles of our local, state, national governments.</p> <p>Students will be able to explain how our local, state and national governments interact.</p> <p>Students will be able to compare different types of governments.</p>

				Students will be able to describe how citizens can take action against unfairness.
Trimester 2: History, Culture and Perspectives	60 Days	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPI.4</li> <li>● 6.1.2.CivicsPI.5</li> <li>● 6.1.2.CivicsPD.1</li> <li>● 6.1.2.CivicsPD.2</li> <li>● 6.1.2.CivicsDP.2</li> <li>● 6.1.2.CivicsDP.3</li> <li>● 6.1.2.CivicsPR.1</li> <li>● 6.1.2.CivicsPR.2</li> <li>● 6.1.2.CivicsPR.3</li> <li>● 6.1.2.CivicsPR.4</li> <li>● 6.1.2.CivicsCM.1</li> <li>● 6.1.2.CivicsCM.2</li> <li>● 6.1.2.CivicsCM.3</li> <li>● 6.1.2.Geo.HE.1</li> <li>● 6.1.2.Geo.HE.2</li> <li>● 6.1.2.Geo.GI.2</li> <li>● 6.1.2.EconET.1</li> <li>● 6.1.2.EconNE.2</li> <li>● 6.1.2.HistoryUP.2</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will understand the similarities and differences in holidays celebrated in America and other countries.</li> <li>2. Students will understand the impact of European colonization on Lennie Lenape of New Jersey.</li> <li>3. Students will understand how stereotyping and prejudice can lead to conflict by analyzing examples from the past and present.</li> <li>4. Students will understand the qualities and historical contributions of civic leadership that helped shape the United States government.</li> </ol>	<p>Students will be able to analyze and describe how traditions, beliefs, values and ideas are expressed and influenced.</p> <p>Students will be able to describe their family history through two generations.</p> <p>Students will be able to analyze how and why communities have changed over time.</p> <p>Students will understand why cultures struggle to maintain traditions. Students will be able to identify features of the native American culture (Lennie Lenape Tribe).</p> <p>Students will be able to analyze and describe the Native American contributions to our state and society. Students will be able to identify times when people were treated unfairly and ways to change these unfair behaviors.</p> <p>Students will be able to analyze the contributions of major figures in American Black History.</p>
<b>Trimester 3: Geography, People and the Environment</b>	60 Days	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPI.4</li> <li>● 6.1.2.CivicsPI.5</li> <li>● 6.1.2.CivicsPD.1</li> <li>● 6.1.2.CivicsPD.2</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will understand how to read maps and globes and explain how these resources are useful.</li> </ol>	<p>Students will be able to find and follow directions on a map and globe.</p> <p>Students will be able to determine</p>

<p><b>Economics, Innovation and Technology</b></p>		<ul style="list-style-type: none"> <li>● 6.1.2.CivicsDP.1</li> <li>● 6.1.2.CivicsDP.2</li> <li>● 6.1.2.CivicsPR.2</li> <li>● 6.1.2.CivicsPR.3</li> <li>● 6.1.2.CivicsPR.4</li> <li>● 6.1.2.CivicsCM.1</li> <li>● 6.1.2.CivicsCM.2</li> <li>● 6.1.2.CivicsCM.3</li> <li>● 6.1.2.Geo.HE.1</li> <li>● 6.1.2.Geo.HE.2</li> <li>● 6.1.2.Geo.GI.2</li> <li>● 6.1.2.HistoryCC.3</li> <li>● 6.1.2.HistoryUP.2</li> </ul>	<p>2. Students will be able to identify and describe the role of natural resources in everyday life.</p> <p>3. Students will understand how advancements in science and technology impact individuals and societies.</p> <p>4. Students will understand the differences between goods and services and identify those who provide them.</p> <p>5. Students will understand the difference between producing and consuming.</p> <p>6. Students will understand how work and employment impact our community.</p> <p>7. Students will understand the role of money, savings, debt in individuals' lives.</p> <p>8. Students will understand that inventions and technology have made an impact on our world today.</p>	<p>locations and characteristics of landforms, including continents, and bodies of water.</p> <p>Students will be able to use maps and globes to find the poles, the cardinal directions, the equator and hemispheres. Use symbols, colors, and labels to create a map.</p> <p>Students will compare various natural resources and where they come from in the world.</p> <p>Students will be able to explain how the products they eat, wear and use impact their health and safety, and the environment.</p> <p>Students will be able to identify ways that people could get involved to help with the environment.</p> <p>Students will investigate and explain how technology from the past is different from today.</p> <p>Students will be able to identify various occupations.</p> <p>Students will be able to analyze and explain how work/ employment impacts our community.</p> <p>Students will be able to distinguish the difference between goods and services.</p>
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				<p>Students will be able to illustrate how production and consumption of goods and services and interrelated and affected.</p> <p>Students will be able to define “savings” and “debt” and how they impact our community and ourselves.</p> <p>Students will be able to identify and explain the effects technology has had on our past and present.</p>
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Instructional Unit Map					
Course Title: 2nd Grade Social Studies					
<b>Unit Title</b>	Trimester 1			<b>Start Date:</b>	September
				<b>Length of Unit:</b>	Trimester 1 60 Days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<ul style="list-style-type: none"> <li>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</li> <li>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the</li> </ul>	<b>Learning Goals</b>	<b>Students will be able to...</b>		
			<ul style="list-style-type: none"> <li>Students will understand the importance of laws/rules in schools and communities as well as their consequences.</li> <li>Students will understand the roles in their local, state and national governments and how they interact.</li> <li>Students will be able to explain how to create change at the local, state or national level.</li> </ul>		

	<p>safety of community members.</p> <ul style="list-style-type: none"> <li>● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</li> <li>● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</li> <li>● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> <li>● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</li> <li>● 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.</li> <li>● 6.1.2.CivicsPR.1: Determine what makes a good rule or</li> </ul>		
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	<p>law.</p> <ul style="list-style-type: none"> <li>● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</li> <li>● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</li> <li>● 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.</li> <li>● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> <li>● 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).</li> <li>● 6.1.2.CivicsCM.3: Explain</li> </ul>		
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	<p>how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <ul style="list-style-type: none"> <li>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</li> <li>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</li> <li>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.</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What are rules and why are they important?</li> <li>How can we establish rules in our school and classroom to ensure safety and fairness?</li> <li>How are laws created at the local level, state level, and national level?</li> <li>What is a holiday and why do we celebrate/commemorate special occasions?</li> <li>How can past events affect our current lives?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>Anecdotal notes</li> <li>Interactive questioning</li> <li>Teacher observation</li> <li>Choral and individual responses to questioning</li> </ul>	<ul style="list-style-type: none"> <li>Projects</li> <li>Weekly Assessments</li> <li>Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>Civics groups project</li> </ul>

	<ul style="list-style-type: none"> <li>● Student notebooks</li> <li>● Checklists</li> <li>● Wellbeing questions</li> </ul>			
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Interactive questioning</li> <li>● Activate prior knowledge of government and holidays/historical events</li> <li>● Demonstrate understanding of rules - generate list of classroom rules</li> <li>● Weekly unit pretest</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Think/Pair/Share</li> <li>● Online Media Resources</li> <li>● Graphic Organizers</li> <li>● Mentor Texts</li> </ul>			
<b>Instructional /Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Provide visuals</li> <li>● Labeling in English and Spanish</li> <li>● Use of Google Translate</li> <li>● Provide modeling</li> <li>● Differentiated grouping</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Allow child to redo</li> </ul>	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Provide modeling</li> <li>● Single step instructions</li> <li>● Provide extra time</li> <li>● Peer buddy</li> <li>● Differentiated grouping</li> <li>● Allow child to redo work</li> <li>● Alternative assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for choice in student grouping</li> <li>● Provide more detailed instructions</li> <li>● Additional time on assignments</li> <li>● Provide visuals</li> <li>● Provide modeling</li> <li>● Peer buddy</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Flexible grouping</li> <li>● Independent projects</li> <li>● Independent reading/writing tasks</li> </ul>

		<ul style="list-style-type: none"> <li>● Enhanced directions</li> <li>● Shortened/</li> <li>● simplified assignments</li> </ul>	
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)
	<ul style="list-style-type: none"> <li>● Library area: books &amp; resources available for student exploration.</li> <li>● Projects/Rules List on display</li> <li>● Social Studies text exploration</li> <li>● Promethean board for student &amp; teacher discussions</li> <li>● ChromeBooks (social studies websites)</li> <li>● Brain Pop Videos</li> </ul>		<ul style="list-style-type: none"> <li>● Journaling</li> <li>● Social studies lessons</li> <li>● Presentations/Peer Sharing</li> <li>● Holiday Celebrations</li> </ul>
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<ul style="list-style-type: none"> <li>● Tier Two- rules, laws, school, home, holiday, history, community, sharing, friendship, safety, celebrate, events, local, state, national</li> <li>● Tier Three- historical figures, historical events, society, innovations, community helpers, government, president, election, voting, veteran, Christopher Columbus, native american, pilgrim, law, regulation, civics, democracy, patriotism, citizen</li> </ul>		
<b>Integration of Technology</b> <a href="#">SAMR</a>	<b>Substitution</b> <ul style="list-style-type: none"> <li>● Social Studies Weekly Content Videos             <ul style="list-style-type: none"> <li>○ Community members have things in common</li> <li>○ Laws created by our government</li> </ul> </li> </ul>		

- What is authority and who has it?
- Rules and responsibilities
- What is the common good?
- Rights: life, liberty, and the pursuit of happiness
- Branches of government
- American federal government branches
- Learning about our state government
- Local government services
- Government goods and services
- Local government departments
- Being a good citizen intro
- US citizenship
- Citizenship in school
- US national anthem
- The pledge of allegiance
- Mount Rushmore intro
- National memorial intro
- Why are there national holidays?
- It's Constitution Day, Let's celebrate
- Veteran's Day
- Memorial Day

**Augmentation:**

- Students will take a quiz following the social studies weekly videos.
- Students will use a Chromebook to explore social studies concepts.
- SS lessons on Seesaw.

**Modification:**

- Seesaw program. Assignments can be differentiated according to individual level.

**Redefinition:**

- Students will give their own civics presentation.

<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>ELA:</b> <ul style="list-style-type: none"> <li>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. (K-2-ETS1-1)</li> <li>W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1)</li> <li>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1)</li> </ul>					
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="390 516 1163 1088"> <b>Environmental Literacy</b> <ol style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems.</li> <li>Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).</li> <li>Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.</li> <li>Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).</li> </ol> </td> <td data-bbox="1163 516 2003 1088"> <ul style="list-style-type: none"> <li>Responsibility and Accountability</li> <li>Critical Thinking</li> <li>Problem Solving</li> <li>Strategic Thinking</li> <li>Decision Making</li> <li>Respect and Understanding</li> </ul> </td> </tr> </tbody> </table>	Themes	Skills	<b>Environmental Literacy</b> <ol style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems.</li> <li>Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).</li> <li>Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.</li> <li>Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).</li> </ol>	<ul style="list-style-type: none"> <li>Responsibility and Accountability</li> <li>Critical Thinking</li> <li>Problem Solving</li> <li>Strategic Thinking</li> <li>Decision Making</li> <li>Respect and Understanding</li> </ul>	
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<b>Resources/ Materials</b>	<ul style="list-style-type: none"> <li>Social Studies Weekly ^</li> <li>Brain Pop ^</li> <li>Mentor Texts ^</li> <li>Journals</li> </ul>					

Instructional Unit Map			
Course Title: 2nd Grade Social Studies			
Unit Title	Trimester 2		Start Date: December
			Length of Unit: Trimester 2 60 Instructional Days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<ul style="list-style-type: none"> <li>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</li> <li>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> <li>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</li> </ul>	<b>Learning Goals</b>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>Students will understand the similarities and differences in holidays celebrated in America and other countries.</li> <li>Students will understand the impact of European colonization on Lennie Lenape of New Jersey.</li> <li>Students will understand how stereotyping and prejudice can lead to conflict by analyzing examples from the past and present.</li> <li>Students will understand the qualities and historical contributions of civic leadership that helped shape the United States government.</li> <li>Students will understand the influences of important American leaders.</li> </ul>

	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</li> <li>● 6.1.2.CivicsPR.1: Determine what makes a good rule or law.</li> <li>● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</li> <li>● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common</li> </ul>		
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	<p>good.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> <li>● 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).</li> <li>● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>		
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	<ul style="list-style-type: none"> <li>● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</li> <li>● 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</li> <li>● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</li> <li>● 6.1.2.EconET.1: Explain the difference between needs and wants</li> <li>● 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</li> <li>● 6.1.2.HistoryUP.2: Use evidence to demonstrate how an</li> </ul>		
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	individual's beliefs, values, and traditions may change and/or reflect more than one culture.		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are holidays? How do we celebrate?</li> <li>• How do certain European customs and traditions impact our civilization?</li> <li>• How does stereotyping and prejudice lead to conflict?</li> <li>• What qualities does a good leader have?</li> <li>• How have American leaders contributed to society?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>• Anecdotal notes</li> <li>• Interactive questioning</li> <li>• Teacher observation</li> <li>• Choral and individual responses to questioning</li> <li>• Student notebooks</li> <li>• Checklists</li> <li>• Wellbeing questions</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Weekly Assessments</li> <li>• Unit Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Mock election</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>• Interactive questioning</li> <li>• Prior knowledge of holidays and traditions</li> <li>• Prior knowledge of government and leadership</li> </ul>		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>• Think, pair, share</li> <li>• Online media resources</li> <li>• Journals</li> <li>• Social Studies Weekly activities</li> </ul>		

	<ul style="list-style-type: none"> <li>• STEM activities</li> <li>• Mentor Texts</li> <li>• Holiday celebrations</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations)</i> <i>– planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>• Provide ELL students with multiple literacy strategies.</li> <li>• Provide visuals</li> <li>• Labeling in English and Spanish</li> <li>• Use of Google Translate</li> <li>• Provide modeling</li> <li>• Differentiated grouping</li> <li>• Small group instruction</li> <li>• Single step directions</li> <li>• Allow child to redo</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visuals</li> <li>• Provide modeling</li> <li>• Single step instructions</li> <li>• Provide extra time</li> <li>• Peer buddy</li> <li>• Differentiated grouping</li> <li>• Allow child to redo work</li> <li>• Alternative assignments</li> <li>• Enhanced directions</li> <li>• Shortened/simplified assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for choice in student grouping</li> <li>• Provide more detailed instructions</li> <li>• Additional time on assignments</li> <li>• Provide visuals</li> <li>• Provide modeling</li> <li>• Peer buddy</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered assignments</li> <li>• Flexible grouping</li> <li>• Independent projects</li> </ul>
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>• Library area: books &amp; resources available for student exploration.</li> <li>• Projects on display</li> <li>• Center Exploration</li> </ul>		<ul style="list-style-type: none"> <li>• Daily center activities</li> <li>• Journaling</li> <li>• Social Studies lessons</li> <li>• Presentations/Peer Sharing</li> </ul>	

<p><i>multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> <li>● Promethean board for student &amp; teacher discussions</li> <li>● Chrome Books (social studies websites)</li> <li>● Social Studies Weekly journals</li> </ul>	
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<ul style="list-style-type: none"> <li>● Tier Two- holidays, traditions, society, rules, customs, culture, geography, civilization, human-environment, conflict</li> <li>● Tier Three- democracy, inauguration, equality, race, stereotype, prejudice, founders, physical characteristics, human characteristics, European, Lennie Lenope</li> </ul>	
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<p><b>Substitution</b></p> <ul style="list-style-type: none"> <li>● View Videos on Social Studies Weekly: <ul style="list-style-type: none"> <li>○ Benjamin Franklin intro</li> <li>○ James Madison intro</li> <li>○ John Adams intro</li> <li>○ George Washington; patriot intro</li> <li>○ Thomas Jefferson intro</li> <li>○ Alexander Hamilton intro</li> <li>○ Technology helps save dying languages intro</li> <li>○ United States culture</li> <li>○ Primary and secondary sources intro</li> <li>○ Types of maps</li> <li>○ Maps and globes</li> <li>○ US physical features</li> <li>○ Five themes of geography</li> <li>○ Mountains intro</li> <li>○ Location K-2 intro</li> </ul> </li> </ul> <p><b>Augmentation:</b></p> <ul style="list-style-type: none"> <li>● Students will take a quiz following the social studies weekly videos.</li> <li>● Students will use a chrome book to explore social studies concepts.</li> </ul>	

	<p><b>Modification:</b></p> <ul style="list-style-type: none"> <li>Seesaw program. Assignments can be differentiated according to individual level.</li> </ul> <p><b>Redefinition:</b></p> <ul style="list-style-type: none"> <li>Students will discuss their personal holiday traditions.</li> </ul>	
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li><a href="#">NJ Student Learning Standards</a></li> </ul>	<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</li> <li>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.</li> </ul>	
<p><b>21<sup>st</sup> Century Themes/Skills</b></p> <p><a href="#">P21 Framework</a></p>	<p style="text-align: center;"><b>Themes</b></p>	<p style="text-align: center;"><b>Skills</b></p>
<p><b>Resources/Materials</b></p>	<p><b>Global Awareness</b></p> <ol style="list-style-type: none"> <li>Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.</li> <li>Understanding other nations and cultures, including the use of non-English languages.</li> </ol>	<ul style="list-style-type: none"> <li>Creativity and innovation</li> <li>Critical thinking and problem solving</li> <li>Communication and collaboration</li> <li>Information literacy</li> <li>Flexibility and adaptability</li> <li>Initiative and self direction</li> <li>Productivity and accountability</li> <li>Leadership and responsibility</li> </ul>
	<ul style="list-style-type: none"> <li>Social Studies Weekly ^</li> <li>Brain Pop ^</li> <li>Mentor Texts ^</li> <li>Journals</li> </ul>	

## Instructional Unit Map

**Course Title: 2nd Grade Social Studies**

<b>Unit Title</b>	Trimester 3	<b>Start Date:</b>	March
		<b>Length of Unit:</b>	Trimester 3 60 Days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</li> <li>● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> <li>● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</li> <li>● 6.1.2.CivicsDP.1:</li> </ul>	<b>Learning Goals</b>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>● Students will understand how to read maps and globes and explain how these resources are useful.</li> <li>● Students will be able to identify and describe the role of natural resources in everyday life.</li> <li>● Students will understand how advancements in science and technology impact individuals and societies.</li> <li>● Students will understand the differences between goods and services and identify those who provide them.</li> <li>● Students will understand the difference between producing and consuming.</li> <li>● Students will understand how work and employment impact our community.</li> <li>● Students will understand the role of money, savings, debt in individuals' lives.</li> <li>● Students will understand that inventions and technology have made an impact on our world today.</li> </ul>

	<p>Explain how national symbols reflect on American values and principles.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</li> <li>● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</li> <li>● 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.</li> </ul>		
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	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> <li>● 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).</li> <li>● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> <li>● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</li> <li>● 6.1.2.Geo.HE.2: Describe how human activities affect the</li> </ul>		
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	<p>culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <ul style="list-style-type: none"> <li>● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</li> <li>● 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</li> <li>● 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.</li> </ul>			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What are the uses for maps and globes?</li> <li>● What are natural resources and how do we use them?</li> <li>● What is the difference between goods and services? How do we use each?</li> <li>● What does it mean to produce? What does it mean to consume?</li> <li>● How does money employment benefit a community and an individual?</li> <li>● How have inventions and technology impacted our world today?</li> </ul>			
<b>Assessments</b>	<b>Formative</b>	<b>Summative</b>		<b>Alternative</b>

<p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<ul style="list-style-type: none"> <li>• Anecdotal notes</li> <li>• Interactive notebook</li> <li>• Interactive questioning</li> <li>• Teacher observation</li> <li>• Choral and individual responses to questioning</li> <li>• Homework</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Presentations</li> <li>• Weekly Assessments</li> <li>• Unit Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Budget Project</li> </ul>	
<p><b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i></p>	<ul style="list-style-type: none"> <li>• Interactive questioning</li> <li>• Prior knowledge of money and economy</li> <li>• Prior knowledge of inventions and technology</li> <li>• Prior knowledge of geography</li> </ul>			
<p><b>Instructional Strategies/Student Activities</b></p>	<ul style="list-style-type: none"> <li>• Think, pair, share</li> <li>• Online media resources</li> <li>• Journals</li> <li>• Social Studies Weekly activities</li> <li>• Social Studies interactive activities</li> </ul>			
<p><b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i></p>	<p><b>English Language Learners</b></p>	<p><b>Special Education Learners</b></p>	<p><b>Struggling Learners</b></p>	<p><b>Advanced Learners</b></p>
	<ul style="list-style-type: none"> <li>• Provide ELL students with multiple literacy strategies.</li> <li>• Provide visuals</li> <li>• Labeling in English and Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visuals</li> <li>• Provide modeling</li> <li>• Single step instructions</li> <li>• Provide extra time</li> <li>• Peer buddy</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for choice in student grouping</li> <li>• Provide more detailed instructions</li> <li>• Additional time on assignments</li> <li>• Provide visuals</li> <li>• Provide modeling</li> <li>• Peer buddy</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered assignments</li> <li>• Flexible grouping</li> <li>• Independent projects</li> </ul>

	<ul style="list-style-type: none"> <li>● Use of Google Translate</li> <li>● Provide modeling</li> <li>● Differentiated grouping</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Allow child to redo</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiated grouping</li> <li>● Allow child to redo work</li> <li>● Alternative assignments</li> <li>● Enhanced directions</li> <li>● Shortened/simplified assignments</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)	
	<ul style="list-style-type: none"> <li>● Library area: books &amp; resources available for student exploration.</li> <li>● Projects on display</li> <li>● Promethean board for student &amp; teacher discussions</li> <li>● Chromebooks (social studies websites)</li> </ul>		<ul style="list-style-type: none"> <li>● Daily center activities</li> <li>● Journaling</li> <li>● Social studies lessons</li> <li>● Presentations/Peer Sharing</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<ul style="list-style-type: none"> <li>● Tier Two- economy, debt, finance, technology, inventions, regions, geography, location, sequencing, maps, globes, savings</li> <li>● Tier Three- goods, services, consume, produce, innovations, employment, natural resources</li> </ul>			
<b>Integration of Technology</b> <a href="#">SAMR</a>	<b>Substitution</b> <ul style="list-style-type: none"> <li>● View Videos on Social Studies Weekly:             <ul style="list-style-type: none"> <li>○ Reduce, reuse, recycle</li> </ul> </li> </ul>			

	<ul style="list-style-type: none"> <li>○ Immigration to America intro</li> <li>○ Regions of the USA</li> <li>○ Meet the Continents</li> <li>○ Natural resources</li> <li>○ Needs &amp; Wants</li> <li>○ Economics</li> <li>○ Consumers and Producers</li> <li>○ Supply and Demand</li> <li>○ Spending and Saving Money</li> <li>○ Innovation intro</li> <li>○ Let's investigate: Rube Goldberg</li> <li>○ Transportation today intro</li> <li>○ The can opener</li> </ul> <p><b>Augmentation:</b></p> <ul style="list-style-type: none"> <li>● Students will take a quiz following the social studies weekly videos.</li> <li>● Students will use a Chromebook to explore social studies concepts.</li> </ul> <p><b>Modification:</b></p> <ul style="list-style-type: none"> <li>● Seesaw program. Assignments can be differentiated according to individual level.</li> </ul> <p><b>Redefinition:</b></p> <ul style="list-style-type: none"> <li>● Students will create a new invention of their choice.</li> </ul>
<p><b>Interdisciplinary Connections</b>  <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>● 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. (K-2-ETS1-1)</li> <li>● W.2.6- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1),(K-2-ETS1- 3)</li> <li>● W.2.8- Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1),(K-2-ETS1-3)</li> </ul>

	<ul style="list-style-type: none"> <li>● 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. (K-2-ETS1-2)</li> </ul>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>	<b>Skills</b>
	<b>Global Awareness</b> <ol style="list-style-type: none"> <li>1. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.</li> <li>2. Understanding other nations and cultures, including the use of non-English languages.</li> </ol>	<ul style="list-style-type: none"> <li>● Creativity and innovation</li> <li>● Critical thinking and problem solving</li> <li>● Communication and collaboration</li> <li>● Information literacy</li> <li>● Flexibility and adaptability</li> <li>● Initiative and self direction</li> <li>● Productivity and accountability</li> <li>● Leadership and responsibility</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Social Studies Weekly ^</li> <li>● Brain Pop ^</li> <li>● Mentor Texts ^</li> <li>● Journals</li> </ul>	