

**Hainesport Township School District
Second Grade Social Studies Curriculum**



**Revised to meet the June 2020 Science NJSLA-SOCIAL STUDIES
Board Approval: Jan. 4, 2024**

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[2020 New Jersey Student Learning Standards for Social Studies \(K-2\)](#)

[2020 New Jersey Student Learning Standards for Social Studies \(3-5\)](#)

[2020 New Jersey Student Learning Standards for Social Studies \(6-8\)](#)

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and

- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLSS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLSS-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom;
- and
- reflect the habits of mind central to social studies that lead to post-secondary success.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

| Practice | Description |
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| 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. |

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| 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 5 Page Practice Description 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, coalitionseeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change. |

Standards in Action:

Climate Change At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues.

As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to

the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

Structure of the NJSLS-SS

The organization and content of the 2020 NJSLS-SS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C. 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

{SOURCE: NJDOE NJSL-S January 2022}

New Jersey Technology Standards

[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

New Jersey Career Readiness, Life Literacies, and Key Skills Standards

[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

New Jersey Climate Change Standards

[2020 New Jersey Student Learning Standards: Climate Change](#)

[Legislation Enhancing AAPI Cultural and Educational Programs in New Jersey Broadcast](#)

Pacing Guide

| Topic | Unit # | Unit Length |
|--------------------|---------------|--------------------|
| The Community | 1 | 10 Weeks |
| People and Culture | 2 | 9 Weeks |
| Earth and Maps | 3 | 9 Weeks |

| Social Studies Unit {1} Grade 2 | |
|--|---|
| Unit Title | The Community |
| Recommended Pacing | 10 Weeks |
| Unit Overview | <p>Students will develop an understanding of themselves as members of communities and as citizens of local, state and national governments. They will recognize that this citizenship confers rights and responsibilities onto each of us. Through reading, writing, class projects, and class discussions students will develop an understanding of government as an institution that makes laws to help people be safe and get along. They will learn that each country has its own form of government and that cities, states and national governments make laws for citizens to follow just as children follow school and classroom rules. Students will also learn about noteworthy American citizens throughout history and how we continue to honor these citizens and our American heritage. They will identify contributions of historical figures and documents (community, state, nation and world) through reading various genres. Students will identify ways the contributions of these historical figures shaped our nation and our communities.</p> |

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| <p>Social Studies Practices</p> | <ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action ● Discuss and chart characteristics of a good citizen ● Explain what rules are and why they are important. ● Discuss and chart characteristics of a good citizen |
| <p>Supplemental Class Resources</p> | <p>State of New Jersey Resources Mr. Donn's Geography-https://www.mrdonn.org/geography.html Usa Kids- https://www.usa.gov/education?source=kids ReadWorks- https://www.readworks.org/ NJDOE- https://www.state.nj.us/education/aps/cccs/ss/ NJ Statehouse- https://njstatehousetours.org/tour/ Statue of Liberty/Ellis Island- https://www.nps.gov/stli/index.htm Lenape Indians- http://www.bigorin.org/lenape_kids.htm Virtual Field Trips- https://www.discoveryeducation.com/community/virtual-field-trips/ Smithsonian Education- https://learninglab.si.edu/ http://www.smithsoniansource.org/ iCivics- https://www.icivics.org/ “The Who Was Show?”-Netflix http://www.brainpop.com/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/</p> |

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| | http://www.youtube.com/ |
| District/School Formative Assessment Plan | <ul style="list-style-type: none"> ● Performance Tasks ● Summative Assessment |
| Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy | <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> |
| Computer Science and Design Thinking (Technology) | <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.A.5 Enter information into a spreadsheet and sort the information.</p> <p>8.1.2.A.6 Identify the structure and components of a database.</p> |
| Diversity, Equity, and Inclusion | <p>N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards.</p> <p>Students will see multiple perspectives through the texts and challenge the norms of the</p> |

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| | <p>implementation of constitutional rights in the United States throughout history. *Lessons will be included in daily discussions about community and culture.</p> |
| <p>Climate Change</p> | <ul style="list-style-type: none"> ● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● 6.1.5.GeoHE.2: Cite examples of how technological advances have changed New Jersey and the United States (e.g., energy, transportation, communications). ● 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. ● 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. ● 6.1.5.EconNM.2: Use data to describe how the resources and regions in New Jersey and other regions of the United States have impacted economic opportunities. ● 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions. ● 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members. ● 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions. |
| <p>Amistad Law</p> | <p>N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via</p> |

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| | N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America. |
| Holocaust Law | N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. |
| Asian Americans/Pacific Islanders | * Research in Unit 2 |

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| Math Student Learning Objectives Covered in this Unit |
| N/A |

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| ELA Student Learning Objectives Covered in this Unit |
| <ul style="list-style-type: none"> ● 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.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● W.2.8. Recall information from experiences or gather information from provided sources to answer a question. ● W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a |

conclusion.

- 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.

Modifications

Unit 1 Modifications:

Gifted and Talented:

- Student choice for projects
- Access to higher level texts/ articles
- Research opportunities as an extension of content being taught
- Strategic small groups based on Reading level
- Individual project opportunities
- Critical thinking questions
- At home project suggestions

Special Education:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Students will be provided with modified graphic organizers
- Modifications will be followed as stated in IEP
- Students will be provided small group instruction to ensure understanding of concepts
- Teachers will modify work when appropriate to meet individual needs
- Students will have access to “Read to Me” books
- Teacher will present information using a multi-sensory approach
- Strategic small group instruction based on Reading levels
- Differentiated project options and assessments

At Risk Students/504 Plans:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Teacher will frequently check on understanding and completion of work
- Modifications followed as stated in 504 plan

- Extension on completion of assignments
- Modified amount based on individual needs
- Provide student choice within projects
- Deliver instruction based on student interests
- Small group instruction
- Positive praise/reinforcement

ELL/ESL:

- Students will be provided visual cards to support new vocabulary words related to unit
- Students will refer to visual vocabulary cards throughout unit
- Modified graphic organizers
- Peer collaboration and opportunities for partner work
- Checklists with visuals will be provided to assist task completion
- Repetition of routines and procedures will be emphasized to support learning
- Relate content to culture when possible
- Language Learning Opportunities
- Cognate Word Wall

ELL/ESL: Grades 2-3 WIDA Can Do Descriptors:

- Listening: Process recounts by • Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts
- Speaking: Recount by • Reproducing facts or statements in context • Participating in multi-media presentations based on research
- Reading: Process recounts by • Identifying key words and phrases in illustrated text
- Writing: Recount by • Listing ideas using graphic organizers • Describing visual information

Unit 1: The Community

NJ Student Learning Standards: Social Studies Grade 2:

Length: 10 Weeks

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.

Essential Questions:

- What are some qualities of a good citizen?
- Why are rules important and where do we need rules?
- Why should people be treated with respect and fairness?
- Who are some historical figures that helped shape our community?
- How do people in a community depend upon one another?

Unit Focus and Targets:

Content Vocabulary:Community

- Citizen
- right
- responsibility
- law
- consequence
- government

Routine Writing:

- Exit Ticket
- Do Now
- Reflections
- Short Constructed Response
- Note Taking

- judge
- government service
- tax
- election
- mayor
- governor
- President
- vote
- ballot
- capital
- Congress
- Supreme Court
- Constitution
- council
- legislature
- map key
- border
- authority figure
- fairness
- equality

Speaking and Listening:

- Whole group discussion
- Pair-Share
- Collaborative Discussions
- Teacher directed discussions
- Student-led presentations
- Follow agreed upon rules for discussion
- Questioning techniques
- Active Listening Strategies
- Oral Presentations
- Oral Reading

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| <ul style="list-style-type: none"> • Oral response to questions | |
| NJSLS Lessons: | |
| Core Idea: | Performance Expectation: |
| Rules for all to live by are a result of the actions of government, organizations, and individuals. | 6.1.2.CivicsPI.3 Demonstrate an understanding of rules by following most classroom rules |
| Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly. | 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. <ul style="list-style-type: none"> • Discuss and chart characteristics of a good citizen • Explain what rules are and why they are important. • Discuss and chart characteristics of a good citizen |
| Certain character traits can help individuals become productive members of their community. | 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). |
| Unit 1: Lesson Outlines: How can we make a positive difference in our community? Guiding questions. <ol style="list-style-type: none"> 1. What parts of your community exist to make positive difference? (Hospitals, senior citizens’ centers, homeless shelters, firefighters, police, lifeguards, libraries, animal shelters, schools, churches, community centers, public/government facilities, etc.) | |

2. What parts of your community interest you the most? (Parks, lakes, malls, recreational trails, community centers, museums, schools, theaters, farms, city centers, etc.)
3. What parts of your community experience problems? Do libraries need more books? Do parks need to be cleaned up? Do people in senior citizens' centers need programs or entertainment? Do schools need supplies? Do animals need adoption or training programs? Is the community recovering from a natural disaster, or preparing for particular weather or a challenging season?)
4. Is there a part of your community you would like to learn more about? Does your community face a particular environmental challenge?
5. Have you ever participated in an activity that bettered your community (such as a food drive, trash pick-up, recycling effort, etc.)? What part of your community is the most in need of help?

Characteristics of a Community

What is a community?

1. Start a whole class discussion listing common characteristics of a community
2. Read Aloud a few books on community
3. Students identify the characteristics as described in the book, comparing it to the original list, and adding to the list
4. Generate ideas of common characteristics of a community and define
5. Students illustrate characteristics of a community in their interactive notebook

Three Types of Communities:

What are different types of communities?

How do they affect the way we live?

1. Watch Brain POP Jr. Video: Urban, Suburban, Rural Video
2. Tell students to pay special attention to the characteristics of each community
3. Ask: "What type of community do we live in?"
4. In small groups give students a card with a different community and list characteristics

5. Create a three column chart with Urban, Suburban, and Rural
6. Point out ways the different communities affect the way people live
7. Establish ways all communities rely on each other

Videos:

[Types of Communities](#)

[Community Introduction](#)

[City Mouse and Country Mouse](#)

Understanding Citizenship:

What makes a good citizens?

What is citizenship?

- Define citizenship: the qualities that a person is expected to have as a responsible member of a community. It is made up of five qualities: honesty, compassion, courage, responsibility, and respects
- Read a book that will help support the definition of citizenship
- Create a chart showing what a good citizen looks like, sounds like, feels like
- Participate in whole class talk asking, “What makes a good citizen? How do they make a difference?”

Other Citizenship Resources:

Books Summaries on Citizenship

Brain POP Jr: Citizenship

Brain POP: Citizenship Being a Good Citizen

Kid President

The Importance of Rules and Laws:

Why do we need rules and laws?

- Define rules: A rule is something you have to follow to keep you safe
- Define laws: A law is a rule in the community that everyone must obey
- Create a circle map of rules and the same for laws

Community Helpers: Their Roles and Tools:

Who are our community workers?

Who are our community leaders?

Why are they important?

- Ask students if anyone knows what a community helper is. Ask if they think a teacher is a community helper. Explain that a community helper is anyone who helps others by providing a service. Ask partners to list across their fingers people who help others. Examples include police officers, firefighters, mail carrier, etc.
- Share out what several students discussed

Immigration Lesson Plan Grade K-2

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/immigration-lesson-plan-grades-k-2/>

American Flavor: A Cultural Salad of Diversity

<https://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-1-american-flavor-a-cultural-salad-of-diversity>

It's a Small World: My Family Heritage

<https://www.education.com/lesson-plan/its-a-small-world-different-cultures/>

Differentiation:**Accommodations/Modifications:****Tier II:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Visuals of vocabulary
- Review vocabulary from previous lesson
- Show pictures of people/animals working together and not working together/working as an individual
- Have students show which pictures show community
- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives.
- One-on-one instruction as needed
- Teacher can document student progress
- Alternative forms of assessment

Unit Assessments:

Formative:

- Observations
- Interactive Notebooks/Notes
- Exit Tickets
- Participation

Summative:

- Performance Tasks

**Social Studies Unit 2
Grade 2**

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|--------------------------|---|
| Unit Title | People and Cultures |
| Recommended Pacing | 9 Weeks |
| Unit Overview | <p>In this unit students will learn about the many different people and cultures that make up our country. They will learn that our nation is made up of people who have come from all over the world. Some families have arrived recently from other countries, and others have relatives that came to this country long ago. We will explore the differences and similarities between life today and life long ago.</p> <p>Students will explore the concept of culture and how families of different cultures may have special customs and traditions. Students will examine how families and cultures are alike and different, and how these similarities and differences contribute to the diversity, richness and strength of our nation.</p> <p>Students will learn about citizens, some of them immigrants, who have changed and shaped our nation, and have made a positive difference in our lives.</p> |
| Social Studies Practices | <ul style="list-style-type: none">● Identifying Similarities and Differences● Summarizing and Note Taking● Close Reading of Text● Reinforcing Effort and Providing Recognition● Homework and Practice● Modeling |

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| | <ul style="list-style-type: none"> ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility ● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.) |
| Supplemental Class Resources | <p>State of New Jersey Resources</p> <p>Mr. Donn's Geography-https://www.mrdonn.org/geography.html</p> <p>Usa Kids- https://www.usa.gov/education?source=kids</p> <p>ReadWorks- https://www.readworks.org/</p> <p>NJDOE- https://www.state.nj.us/education/aps/cccs/ss/</p> <p>NJ Statehouse- https://njstatehousetours.org/tour/</p> <p>Statue of Liberty/Ellis Island- https://www.nps.gov/stli/index.htm</p> <p>Lenape Indians- http://www.bigorin.org/lenape_kids.htm</p> <p>Virtual Field Trips- https://www.discoveryeducation.com/community/virtual-field-trips/</p> <p>Smithsonian Education- https://learninglab.si.edu/ http://www.smithsoniansource.org/</p> <p>iCivics- https://www.icivics.org/</p> <p>“The Who Was Show?”-Netflix</p> <p>http://www.brainpop.com/</p> <p>https://www.docsteach.org/</p> |

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| | <p> http://www.loc.gov/teachers/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/ </p> <p>Immigration Lesson Plan Grade K-2 https://www.scholastic.com/teachers/lesson-plans/teaching-content/immigration-lesson-plan-grades-k-2/</p> <p>American Flavor: A Cultural Salad of Diversity https://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-1-american-flavor-a-cultural-salad-of-diversity</p> <p>It's a Small World: My Family Heritage https://www.education.com/lesson-plan/its-a-small-world-different-cultures/</p> |
| District/School Formative Assessment Plan | <ul style="list-style-type: none"> ● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Constructed Response ● Speeches/Debates ● Performance Tasks ● Summative Assessment |
| Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy | 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. |

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| | <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> |
| <p>Computer Science and Design Thinking (Technology)</p> | <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.A.5 Enter information into a spreadsheet and sort the information.</p> <p>8.1.2.A.6 Identify the structure and components of a database.</p> |
| <p>Diversity, Equity, and Inclusion</p> | <p>N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>American Flavor: A Cultural Salad of Diversity https://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-1-american-flavor-a-cultural-salad-of-diversity</p> <p>It's a Small World: My Family Heritage https://www.education.com/lesson-plan/its-a-small-world-different-cultures/</p> <p>Students will see multiple perspectives through the texts and challenge the norms of the</p> |

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| | <p>implementation of constitutional rights in the United States throughout history. *Lessons will be included in daily discussions about community and culture.</p> |
| <p>Climate Change</p> | <ul style="list-style-type: none"> ● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● 6.1.5.GeoHE.2: Cite examples of how technological advances have changed New Jersey and the United States (e.g., energy, transportation, communications). ● 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. ● 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. ● 6.1.5.EconNM.2: Use data to describe how the resources and regions in New Jersey and other regions of the United States have impacted economic opportunities. ● 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions. ● 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members. ● 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions. |
| <p>Amistad Law</p> | <p>N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via</p> |

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| | <p>N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>American Flavor: A Cultural Salad of Diversity https://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-1-american-flavor-a-cultural-salad-of-diversity</p> <p>It's a Small World: My Family Heritage https://www.education.com/lesson-plan/its-a-small-world-different-cultures/</p> |
| Holocaust Law | <p>N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>American Flavor: A Cultural Salad of Diversity https://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-1-american-flavor-a-cultural-salad-of-diversity</p> <p>It's a Small World: My Family Heritage https://www.education.com/lesson-plan/its-a-small-world-different-cultures/</p> |
| Asian Americans/Pacific Islanders | <p>Identify reasons for the first large-scale arrival of immigrants from Asia into the U.S.</p> |

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| | <p>Describe the challenges and achievements of early Asian immigrants especially Antero Cabrera, Lee Wong Sang, Moksad Ali, and Mamie Tape</p> <p>Identify the causes and effects of court cases such as Tape vs. Hurley which helped to shape the Asian American experience</p> <p>https://asianamericanedu.org/define-american.html</p> |
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Math Student Learning Objectives Covered in this Unit

N/A

ELA Student Learning Objectives Covered in this Unit

- 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.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- 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.

Modifications

Unit 2 Modifications:

Gifted and Talented:

- Student choice for projects
- Access to higher level texts/ articles
- Research opportunities as an extension of content being taught
- Strategic small groups based on Reading level
- Individual project opportunities
- Critical thinking questions
- At home project suggestions

Special Education:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Students will be provided with modified graphic organizers
- Modifications will be followed as stated in IEP
- Students will be provided small group instruction to ensure understanding of concepts
- Teachers will modify work when appropriate to meet individual needs
- Students will have access to “Read to Me” books
- Teacher will present information using a multi-sensory approach
- Strategic small group instruction based on Reading levels
- Differentiated project options and assessments

At Risk Students/504 Plans:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Teacher will frequently check on understanding and completion of work
- Modifications followed as stated in 504 plan
- Extension on completion of assignments
- Modified amount based on individual needs
- Provide student choice within projects
- Deliver instruction based on student interests
- Small group instruction
- Positive praise/reinforcement

ELL/ESL:

- Students will be provided visual cards to support new vocabulary words related to unit
- Students will refer to visual vocabulary cards throughout unit
- Modified graphic organizers
- Peer collaboration and opportunities for partner work
- Checklists with visuals will be provided to assist task completion
- Repetition of routines and procedures will be emphasized to support learning
- Relate content to culture when possible
- Language Learning Opportunities
- Cognate Word Wall

ELL/ESL: Grades 2-3 WIDA Can Do Descriptors:

- Listening: Process recounts by • Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts
- Speaking: Recount by • Reproducing facts or statements in context • Participating in multi-media presentations based on research
- Reading: Process recounts by • Identifying key words and phrases in illustrated text
- Writing: Recount by • Listing ideas using graphic organizers • Describing visual information

Unit 2: People and Cultures

NJ Student Learning Standards: Social Studies Grade 2:

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Length: 9 Weeks

Essential Questions:

- What are the benefits for people to immigrate to the United States?

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- ** Climate Change Standard: 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.
- ** Climate Change Standard: 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become

- How and why have communities changed over time?
- How can an individual make a positive impact in the lives of others?
- What is culture, and how can cultural differences impact a community?
- Why is it important to show respect for other cultures?

informed about an environmental issue and identify possible solutions.

- 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.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

Unit Focus and Targets:

Content Vocabulary:

- culture

Routine Writing:

- Discussion Notes

- language
- immigrant
- diversity
- custom
- tradition
- scientist
- invention
- past
- present
- future
- change
- history
- colony
- settlers
- source
- freedom
- independence
- timeline
- heritage
- memorial
- landmark
- hero
- legend

- Interactive Notebook Writing
- Exit Ticket
- Do Now
- Reflections
- Short Constructed Response
- Note Taking

Writing Task: Opinion Writing

Speaking and Listening:

- Whole group discussion
- Pair-Share
- Collaborative Discussions
- Teacher directed discussions
- Student-led presentations
- Follow agreed upon rules for discussion
- Questioning techniques

- Active Listening Strategies
- Oral Presentations
- Oral Reading
- Oral response to questions

NJSLS Lessons:

| Core Ideas: | Performance Expectation: |
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| Physical and human characteristics affect where people live (settle). | 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). |
| Environmental characteristics influence how and where people live. | 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. |
| Global interconnections occur between human and physical systems across different regions of the world. | 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. |
| Historical timelines put events in chronological order to help people understand the past. | 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. |
| Understanding the past helps to make sense of the present. | 6.1.2.HistoryCC.3: Make inferences about how past events, |

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| | individuals, and innovations affect our current lives. |
| Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures | 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. |
| <p>Unit 2: Lesson Outlines:</p> <p>What is Immigration:</p> <p>Why do families leave their home lands?</p> <ul style="list-style-type: none"> ● Discuss reasons to leave a country. <p>Warm Up:</p> <ul style="list-style-type: none"> ● Ask students to imagine that they were going to leave their country and move to another one. Have them discuss with a partner: <ul style="list-style-type: none"> ○ How would it feel to move so far away? ○ What reasons may your family have for moving? ○ Have you ever moved before? What was it like? ● Tell students that the name for moving to a new country is 'immigration' and will be the focus of the lesson. <p>https://nj.pbslearningmedia.org/collection/foa10/</p> <p>“Faces of America”</p> <p>“Exploring the Past”</p> <p>What is culture?</p> <ul style="list-style-type: none"> ● Share different cultures in the classroom. <ul style="list-style-type: none"> ○ Discuss the differences and similarities ● What are the cultures around the world? <p>How are the students in our classroom alike? How are they different?</p> | |

Informational essay to tell about the diversity in the classroom

- Use skills from writing lessons to take notes on the classroom diversity
- Model/use an outline to discuss the similarities and differences among the class
- Draft, Revise/Edit, Publish
- Present in front of an audience

Differentiation:

Accommodations/Modifications:

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Visuals of vocabulary
- Review vocabulary from previous lesson
- Show pictures of people/animals working together and not working together/working as an individual
- Have students show which pictures show community
- Provide visuals
- Utilize songs first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit the amount of manipulatives.
- Tactile- give students different colored manipulatives.
- One-on-one instruction as needed
- Teacher can document student progress
- Alternative forms of assessment

Unit Assessments:**Formative:**

- Teacher Observation
- Presentations
- Quizzes/Test
- Portfolios
- Group Projects/Discussions
- Constructed Response
- Speeches/Debates

Summative:

- Performance Tasks

- Summative Assessment

**Social Studies Unit {3}
Grade 2**

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| Unit Title | Earth and Maps |
| Recommended Pacing | 9 Weeks |
| Unit Overview | In this unit, students will learn about the different kinds of land and water across the globe. They will learn how to use maps to find specific locations, countries, bodies of water, and different landforms. Students will develop an understanding of differing seasons and climates |

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| | <p>across different regions of our nation and the earth and will explore the reasons for these differences. They will learn to identify how regions around the world are the same and different. Students will examine how the features of each region, its natural resources, land, and water, affect communities and lifestyles.</p> |
| <p>Social Studies Practices</p> | <ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Summarizing and Note Taking ● Close Reading of Text ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility |
| <p>Supplemental Class Resources</p> | <p>State of New Jersey Resources Map Skills for Elementary Students-https://www.nationalgeographic.org/education/map-skills-elementary-students/ Mr. Donn's Geography-https://www.mrdonn.org/geography.html Usa Kids- https://www.usa.gov/education?source=kids ReadWorks- https://www.readworks.org/ NJDOE- https://www.state.nj.us/education/aps/cccs/ss/ NJ Statehouse- https://njstatehousetours.org/tour/ Statue of Liberty/Ellis Island- https://www.nps.gov/stli/index.htm Lenape Indians- http://www.bigorin.org/lenape_kids.htm Virtual Field Trips- https://www.discoveryeducation.com/community/virtual-field-trips/</p> |

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| | <p>Smithsonian Education- https://learninglab.si.edu/ http://www.smithsoniansource.org/ iCivics- https://www.icivics.org/ “The Who Was Show?”-Netflix http://www.brainpop.com/ http://www.brainpopjr.com/ http://www.kahoot.it/ http://www.youtube.com/</p> |
| <p>District/School Formative Assessment Plan</p> | <ul style="list-style-type: none"> ● Performance Tasks ● Summative Assessment |
| <p>Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy</p> | <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> |
| <p>Computer Science and Design Thinking (Technology)</p> | <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.A.5 Enter information into a spreadsheet and sort the information.</p> <p>8.1.2.A.6 Identify the structure and components of a database.</p> |

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| Diversity, Equity, and Inclusion | <p>N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards.</p> <p>Students will see multiple perspectives through the texts and challenge the norms of the implementation of constitutional rights in the United States throughout history. *Lessons will be included in daily discussions about community and culture.</p> |
| Climate Change | <ul style="list-style-type: none"> ● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● 6.1.5.GeoHE.2: Cite examples of how technological advances have changed New Jersey and the United States (e.g., energy, transportation, communications). ● 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. ● 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. ● 6.1.5.EconNM.2: Use data to describe how the resources and regions in New Jersey and other regions of the United States have impacted economic opportunities. ● 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions. ● 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members. ● 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the |

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| | impact of climate change at the local or state level and propose possible solutions. |
| Amistad Law | Lessons in Unit 2 |
| Holocaust Law | Lessons in Unit 2 |
| Asian Americans/Pacific Islanders | *Lessons and Research in Unit 2 |

Math Student Learning Objectives Covered in this Unit

- 2.MD.A. 1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- 2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems⁴ using information presented in a bar graph.

ELA Student Learning Objectives Covered in this Unit

- 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.
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Modifications

Example:

Unit 3 Modifications:

Gifted and Talented:

- Student choice for projects
- Access to higher level texts/ articles
- Research opportunities as an extension of content being taught
- Strategic small groups based on Reading level
- Individual project opportunities
- Critical thinking questions
- At home project suggestions

Special Education:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Students will be provided with modified graphic organizers
- Modifications will be followed as stated in IEP
- Students will be provided small group instruction to ensure understanding of concepts
- Teachers will modify work when appropriate to meet individual needs
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- Teacher will present information using a multi-sensory approach

- Strategic small group instruction based on Reading levels
- Differentiated project options and assessments

At Risk Students/504 Plans:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Teacher will frequently check on understanding and completion of work
- Modifications followed as stated in 504 plan
- Extension on completion of assignments
- Modified amount based on individual needs
- Provide student choice within projects
- Deliver instruction based on student interests
- Small group instruction
- Positive praise/reinforcement

ELL/ESL:

- Students will be provided visual cards to support new vocabulary words related to unit
- Students will refer to visual vocabulary cards throughout unit
- Modified graphic organizers
- Peer collaboration and opportunities for partner work
- Checklists with visuals will be provided to assist task completion
- Repetition of routines and procedures will be emphasized to support learning
- Relate content to culture when possible
- Language Learning Opportunities
- Cognate Word Wall

ELL/ESL: Grades 2-3 WIDA Can Do Descriptors:

- Listening: Process recounts by • Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts
- Speaking: Recount by • Reproducing facts or statements in context • Participating in multi-media presentations based on research
- Reading: Process recounts by • Identifying key words and phrases in illustrated text
- Writing: Recount by • Listing ideas using graphic organizers • Describing visual information

Earth and Maps

NJ Student Learning Standards: Social Studies Grade 2:

6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

Length: 9 Weeks

Essential Questions:

- Why do we use maps and globes?
- How do features of the land and water affect lifestyles and culture?
- What countries and landforms make up North America?
- Why are seasons and climate different in different regions?
- How are regions around the world different?

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

6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.

6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

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.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.

- Explain the need for conservation and recycling
- Write a letter to help protect natural resources

- 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.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit Focus and Targets:

Content Vocabulary:

Routine Writing:

- location
- relative location
- absolute location
- map grid
- landform
- island
- peninsula
- gulf
- region
- climate
- table
- cardinal directions
- equator
- hemisphere
- pole
- compass rose
- intermediate directions
- natural resources
- fuel
- conservation
- rural
- urban

- Discussion Notes
- Interactive Notebook/Outlines
- Exit Ticket
- Do Now
- Reflections
- Short Constructed Response
- Note Taking

Speaking and Listening:

- Whole group discussion
- Pair-Share
- Collaborative Discussions
- Teacher directed discussions
- Student-led presentations
- Follow agreed upon rules for discussion
- Questioning techniques

- Active Listening Strategies
- Oral Presentations
- Oral Reading
- Oral response to questions

NJSLS Lessons:

| Core Idea | Performance Expectation |
|---|---|
| A map is a symbolic representation of selected characteristics of a place. | <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>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).</p> |
| Geographic data can be used to identify cultural and environmental characteristics of places. | 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). |
| Environmental characteristics influence how and where people live. | <p>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.</p> <p>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).</p> |

| | |
|---|---|
| | <p>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p> |
| Global interconnections occur between human and physical systems across different regions of the world. | <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p> |
| The nature of history involves stories of the past preserved in a variety of sources. | <p>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.</p> <p>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).</p> |
| Historians create arguments outlining ideas or explanations based on evidence. | 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). |
| <p>Unit 3: Lesson Outlines:</p> <p>What is a landform? KWL Chart: Find out what students know about different landforms.</p> <ul style="list-style-type: none"> • Discuss and share <p>Landforms lesson plan: create a landform dictionary</p> | |

<https://www.education.com/lesson-plan/all-about-landforms/>

Land, Water and Animals on a Map Lesson plan

<https://www.nationalgeographic.org/activity/land-water-and-animals-map/>

What is the world made up of?

What are the 7 continents?

What are the 5 oceans?

Landforms and Bodies of Water

<https://www.lessonplandiva.com/2012/10/landforms-and-bodies-of-water-freebie.html>

How are regions around the world different? How are they the same?

Roadtrip of the Regions

<https://www.education.com/lesson-plan/road-trip-of-the-regions/>

How does a map work?

“Me on the Map”

- Use diagram to show town, state, country, continent
- Fill out the “Me on the Map”

Cardinal Directions and Maps Lesson

<https://www.nationalgeographic.org/activity/cardinal-directions-and-maps/>

Map Skills for Elementary Students

<https://www.nationalgeographic.org/education/map-skills-elementary-students/>

Reading a Resource Map

<https://www.nationalgeographic.org/activity/reading-resource-map/>

Many Ways to Name a Place

<https://www.nationalgeographic.org/activity/many-ways-name-place/>

What's the difference between a map and a globe?

- Use interactive notebook to show the similarities and differences between a map and a globe
- GetEpic.com- Read and discuss maps and globes
- https://www.getepic.com/book/15277363/maps-are-flat-globes-are-round?utm_source=t2t&utm_medium=link&utm_campaign=content&share=2209632350
-

Differentiation:

Accommodations/Modifications:

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Visuals of vocabulary
- Review vocabulary from previous lesson
- Show pictures of people/animals working together and not working together/working as an individual
- Have students show which pictures show community

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives.
- One-on-one instruction as needed
- Teacher can document student progress
- Alternative forms of assessment

Unit Assessments:**Formative:**

- Teacher Observation
- Presentations
- Quizzes/Test
- Portfolios
- Group Projects/Discussions
- Constructed Response
- Speeches/Debates

Summative:

- Performance Tasks

- Summative Assessment

2020 New Jersey Student Learning Standards - Social Studies Overview

Disciplinary Concepts

Civics, Government, and Human Rights: Civic and Political Institutions

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|--|---|---|
| <ul style="list-style-type: none"> Local community and government leaders have roles and responsibilities to provide services for their community members. Rules for all to live by are a result of the actions of government, organizations, and individuals. The actions of individuals and government affect decisions made for the common good. | <ul style="list-style-type: none"> In a representative democracy, individuals play a role in how government functions. In a representative democracy, individuals elect representatives to act on the behalf of the people. Levels of government (i.e., local, state, and federal) have different powers and responsibilities. | <ul style="list-style-type: none"> Political and civic institutions impact all aspects of people's lives. Governments have different structures which impact development (expansion) and civic participation. |

Civics, Government, and Human Rights: Participation and Deliberation

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|---|--|--|
| <ul style="list-style-type: none"> When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard. | <ul style="list-style-type: none"> Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. A major role of citizens in a representative democracy is to make responsible decisions about who should govern. | <ul style="list-style-type: none"> Civic participation and deliberation are the responsibility of every member of society. Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. |

Civics, Government, and Human Rights: Democratic Principles

Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|--|--|---|
| <ul style="list-style-type: none">• The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, and freedom to make choices). | <ul style="list-style-type: none">• Fundamental rights that allow democratic societies to function can be seen at all levels of government in society. | <ul style="list-style-type: none">• The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights.• The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. |

Civics, Government, and Human Rights: Processes and Rules

Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|---|---|---|
| <ul style="list-style-type: none">• Rules and laws are established for our safety and well-being.• Processes and rules should be fair, consistent, and respectful of the human rights of all people. | <ul style="list-style-type: none">• There are different processes for establishing rules and laws.• Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good. | <ul style="list-style-type: none">• In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. |

Civics, Government, and Human Rights: Human and Civil Rights

Human rights are universal, inalienable and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|---|--|---|
| <ul style="list-style-type: none">• Individuals may be different, but all have the same basic human rights. | <ul style="list-style-type: none">• It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. | <ul style="list-style-type: none">• Human and civil rights include political, social, economic, and cultural rights.• Social and political systems have protected and denied |

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|--|---|--|
| | <ul style="list-style-type: none"> • Individuals have the right to be safe and not to be bullied or discriminated against. | <p>human rights (to varying degrees) throughout time.</p> <ul style="list-style-type: none"> • Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights. |
|--|---|--|

Civics, Government, and Human Rights: Civic Mindedness

Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions - alone or in combination with others - can make a difference is closely related to democratic principles and participation.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|---|---|--|
| <ul style="list-style-type: none"> • Certain character traits can help individuals become productive members of their community. | <ul style="list-style-type: none"> • Certain dispositions help individuals contribute to the health of American democracy. | <ul style="list-style-type: none"> • The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity. |

Geography, People and the Environment: Spatial Views of the World

Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|---|---|--|
| <ul style="list-style-type: none"> • A map is a symbolic representation of selected characteristics of a place. • Geographic data can be used to identify cultural and environmental characteristics of places. | <ul style="list-style-type: none"> • Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. | <ul style="list-style-type: none"> • Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface. |

Geography. People and the Environment: Human Population Patterns

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|---|--|---|
| <ul style="list-style-type: none">• Physical and human characteristics affect where people live (settle).• People use goods from local and distant places to meet their daily needs. | <ul style="list-style-type: none">• Regions form and change as a result of unique physical conditions, economies, and cultures.• Patterns of settlement differ markedly from region to region, place to place, and time to time.• The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition. | <ul style="list-style-type: none">• The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.• Relationships between humans and environments impact spatial patterns of settlement and movement.• Global changes in population distribution patterns affect changes in land use in particular places. |

Geography. People and the Environment: Human Environment Interaction

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|--|---|---|
| <ul style="list-style-type: none">• Environmental characteristics influence how and where people live. | <ul style="list-style-type: none">• Environmental and cultural characteristics influence where and how people live.• Human activity affects the cultural and environmental characteristics of places and regions.• Cultural and environmental characteristics change over time. | <ul style="list-style-type: none">• Cultural patterns and economic decisions influence environments and the daily lives of people.• The physical and human characteristics of places and regions are connected to human identities and cultures. |

Geography. People and the Environment: Global Interconnections

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their

cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|---|---|--|
| <ul style="list-style-type: none"> Global interconnections occur in both human and physical systems across different regions of the world. | <ul style="list-style-type: none"> Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues. | <ul style="list-style-type: none"> Cultural and environmental practices impact the geography of an area. The environmental characteristics of places and production of goods influences the spatial patterns of world trade. |

Economics, Innovation and Technology: Economic Ways of Thinking

Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|--|---|---|
| <ul style="list-style-type: none"> Individuals make decisions based on their needs, wants, and the availability of resources. Limited resources influence choices. Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). | <ul style="list-style-type: none"> Economic decision-making involves setting goals and identifying the resources available to achieve those goals. An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources. | <ul style="list-style-type: none"> Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. |

Economics, Innovation and Technology: Exchange and Markets

Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|---|--|--|
| <ul style="list-style-type: none"> Goods and services are produced and exchanged in multiple ways. | <ul style="list-style-type: none"> The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. | <ul style="list-style-type: none"> People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. Buyers and sellers interact in competitive markets based |

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| | <ul style="list-style-type: none"> • The exchange of goods and services can have negative and positive effects. | <p>on prices that reflect scarcity of goods and services in the market.</p> <ul style="list-style-type: none"> • Markets exist to facilitate the exchange of goods and services. • Competition among sellers and buyers exists in specific markets. |
|--|--|---|

Economics, Innovation and Technology: National Economy

The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|--|---|---|
| <ul style="list-style-type: none"> • The availability of resources influences current and future economic conditions. • Governments play an economic role in the lives of individuals and communities. | <ul style="list-style-type: none"> • The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities. • A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. | <ul style="list-style-type: none"> • A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • The production and consumption of goods and services influence economic growth, well-being and quality of life. |

Economics, Innovation and Technology: Global Economy

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|--|--|--|
| <ul style="list-style-type: none"> • There are benefits to trading goods and services with other countries. | <ul style="list-style-type: none"> • Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation. | <ul style="list-style-type: none"> • The global economy is the system of trade and industry across the world that has emerged due to globalization. • Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, |

| | | |
|--|--|--|
| | | <p>physical, and financial capital.</p> <ul style="list-style-type: none"> • Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries. • Economic interdependence is impacted by increased specialization and trade. |
|--|--|--|

History, Culture, and Perspectives: Continuity and Change

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|--|--|--|
| <ul style="list-style-type: none"> • Historical timelines put events in chronological order to help people understand the past. • Understanding the past helps to make sense of the present. | <ul style="list-style-type: none"> • Chronological sequencing helps us track events over time. • Interactions of people and events throughout history have shaped the world we experience today. | <ul style="list-style-type: none"> • Chronological sequencing helps us understand the interrelationship of historical events. • Political, economic, social, and cultural factors both change and stay the same over time. • Historical events may have single, multiple, direct and indirect causes and effects. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. |

History, Culture, and Perspectives: Understanding Perspectives

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|---|--|--|
| <ul style="list-style-type: none"> • Two or more individuals can have a different understanding of the same event. • Respecting and | <ul style="list-style-type: none"> • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. | <ul style="list-style-type: none"> • An individual's perspective is impacted by one's background and experiences. • Perspectives change over |

| | | |
|--|---|---|
| <p>understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p> | <ul style="list-style-type: none"> • Events may be viewed differently based on one's perspective. • Historical records are shaped by the society that the creator lived in. | <p>time.</p> <ul style="list-style-type: none"> • Historical contexts and events shaped and continue to shape people's perspectives. • The perspectives of people in the present shape interpretations of the past. |
|--|---|---|

History, Culture, and Perspectives: Historical Sourcing and Evidence

Historical sourcing and evidence are based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|---|--|--|
| <ul style="list-style-type: none"> • The nature of history involves stories of the past preserved in a variety of sources. • Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. | <ul style="list-style-type: none"> • There are a variety of sources that help us understand the past. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources. | <ul style="list-style-type: none"> • Historical sourcing and evidence are based on a review of materials and sources from the past. • Examining historical sources may answer questions but may also lead to more questions. • Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments. |

History, Culture, and Perspectives: Claims and Argumentation

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 |
|--|---|--|
| <ul style="list-style-type: none"> • Historians create arguments outlining ideas or explanations based on evidence. | <ul style="list-style-type: none"> • Historians use evidence from multiple sources to support their claims and arguments about the past. | <ul style="list-style-type: none"> • Historians analyze claims within sources for perspective and validity. • Historians develop arguments using evidence from multiple relevant historical sources. |

New Jersey Administrative Code Summary and Statutes

The 2020 NJSLS-SS continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools:

Amistad Law (N.J.S.A. 18A 52:16A-88)

Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law (N.J.S.A. 18A:35-28)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)

Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Elementary Social Studies Requirements:

- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements:

- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)

Laura Wooten Law (N.J.S.A. 18A:35-41)

Each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

NJSL STANDARDS AND HTSD GRADE LEVEL RESOURCES, K-8

- Standards by the End of Grade 2
- Standards by the End of Grade 5
- Standards by the End of Grade 8