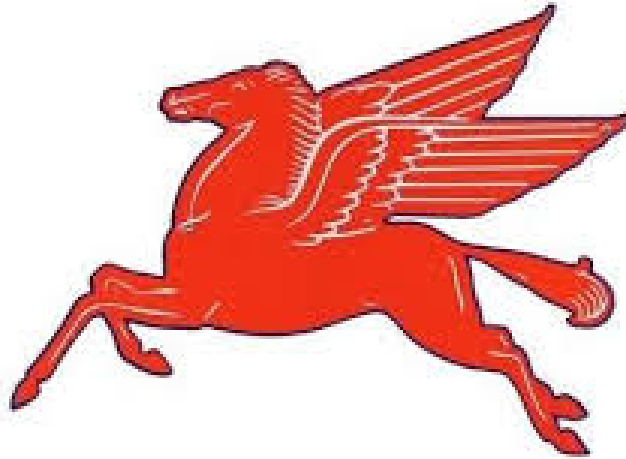


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Social Studies - Grade 2

UPDATED 2020-2021

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: October 2021

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Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

(2nd) GRADE PACING CHART (2020-2021)

TOPIC	# OF DAYS	DATES	COMMENTS
1-Families Today and in the Past	21-25	September-October	How does life change throughout history?
2—People, Places, and Nature	21-25	October-December	What is the world like?
3—Government	21-25	December-January	How does government work?
4—People who Supply Our Goods and Services	21-25	February-March	How do people get what they need?
5—Making a Difference	28-30	March-May	What makes someone a hero?
6—Our American Culture	15-20	May-June	How is culture shared?

DEFINITIONS

NJ Student Learning Standards - Clear and specific benchmarks for students' achievement in various content areas. The standards ensure that each child receives a "thorough and efficient education".

21st Century Life and Careers Standards - These skills that are comprised of the "12 Career Ready Practices" and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

ELA Companion Standards - Consists of standards for reading and writing in History, Social Studies, Science and Technical subjects. ELA curricula

Gifted and Talented Learners - Students with high-ability who may need more depth and complexity in instruction.

Special Education Learners - Students in need of supports and interventions to improve student achievement

English Language Learners - Students with a native language other than English or who are at varying degrees of English language proficiency.

QUARTER 1 – Social Studies Grade 2
Big Idea: How does life change throughout history?
Topic: Families Today and in the Past (Chapter 1)

<p>Standards:</p> <p>NJ Student Learning Standards:</p> <p>6. 1. P. D.1 Describe characteristics of oneself, one's family, and others.</p> <p>6. 1. P. D. 2 Demonstrate an understanding of family roles and traditions.</p> <p>6. 1.4. D. 3 Express individuality and cultural diversity parentheses E. G dot, through dramatic play parentheses.</p> <p>6. 1.4. P. D. 4 Learn about and respect other cultures within the classroom and community.</p> <p>6. 1. 4. D. 11 Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p>21st Century Life and Careers:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Standards:</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. 6 Identify the structure and components of a database.</p>	GOAL	
	<p>SWBAT</p> <p>Explain what a family is and why they are important.</p> <p>Describe a community.</p> <p>Explain how families treat each other. Identify ways families are different.</p> <p>Explain why immigrant families come to the United States.</p> <p>Analyze and use a timeline.</p> <p>Create a personal timeline.</p> <p>Compare and contrast families in the past and present.</p> <p>Define and explain what sequence is.</p> <p>Explain a primary and secondary source.</p>	
	<p>Essential Questions</p> <p>How does life change throughout history?</p> <p>How are families different from each other?</p> <p>How can primary and secondary sources help us learn about our ancestors?</p>	<p>Assessments</p> <p>Formative Assessment</p> <p>Classroom Discussion</p> <p>Anecdotal Notes</p> <p>Presentations or Projects</p> <p>Cooperative Learning Groups</p> <p>Open Ended Questions</p> <p>End of lesson quiz online or printable</p> <p>Summative Assessment</p> <p>Participation and teacher observation</p> <p>District benchmarks</p> <p>Anecdotal records</p> <p>Student Report Card grades</p> <p>Chapter assessment</p>

ELA Companion Standards:	Enduring Understanding	Resources
<p>L.2.4.E Use glossary's and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when and why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.5 Know and use various text features (e.g., Captions, bold print, subheadings, glossary's, indexes, electronic menus, icons).</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.2.3 Describe the connection between a Ceres of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>MODIFICATIONS: Gifted and Talented Learners: Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</p> <ul style="list-style-type: none"> • Provide options, alternatives, and choices to differentiate and broaden the curriculum • Organize and offer flexible small group learning activities • Provide whole group enrichment explorations • Teach cognitive and methodological skills • Use center, stations, or contracts • Organize integrated problem-solving simulations • Propose interest-based extension activities 	<p>A family is a group of people who live together and experience the world together. They keep you safe and healthy</p> <p>A community is a place where people live, work, and play together.</p> <p>Families can be similar and different from our own.</p> <p>All Families have a history.</p> <p>Families have changed throughout time.</p> <p>Sequence is the order in which things happen.</p> <p>A primary source was written or made by a person who saw an event happen.</p> <p>A secondary source is written or made by someone who did not see or experience an event.</p>	<ul style="list-style-type: none"> • Pearson Social Studies myWorld Interactive Teacher's Guidebook & online • Pearson Social Studies myWorld Interactive Teacher's Leveled Books • Person Student Worktext • myWorld Interactive Activity Components • myWorld Interactive Graphic Organizers • Scholastic News supplemental readers • Wonders leveled readers • www.youtube.com • www.discoveryeducation.com

Special Education Learners:

Allow extra time to complete assignments or tests

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

English Language Learners:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

QUARTER 1 & 2 -Social Studies Grade 2

Big Idea: What is the world like?

Topic: People, Places and Nature (Chapter 2)

Standards:	GOAL	
<p>NJ Student Learning Standards: 6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community. 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have affected where and how people live and work in different regions of New Jersey and the United States. 6.1.4.B.8 Compare ways people choose to use a distribute natural resources.</p> <p>21st Century Life and Careers: CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Standards: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. Games, museums).</p>	<p>SWBAT Apply the concepts in this chapter to prepare a presentation. Demonstrate map skills by using absolute and relative locations. Locate on a simple letter number grid system local locations and geographical features. Interpret map information by using a compass rose and a map legend. Create simple maps, with or without a grid. Use a map scale to approximate the distance between 2 points on a map. Describe Earth various types of landforms. Explain the differences among Earth's various water bodies. Describe the shape of Earth as a globe with continents and oceans. Explain the reasons people migrate. Discuss and compare the different kinds of evidence that show when, why and how people move from one place to another. Identify and explain the elements of our environment. Describe the characteristics of cities, suburbs, rural areas, and life in each environment. Identify the main idea and supporting details in a passage.</p>	
	Essential Questions	Assessments
	<ul style="list-style-type: none"> • What is the world like? • Why are maps and globes important? • Why do people move from place to place? • How do we use maps to find information? 	<p>Formative Assessment Classroom Discussion Anecdotal Notes Presentations or Projects Cooperative Learning Groups Open Ended Questions End of lesson quiz online or printable</p> <p>Summative Assessment Participation and teacher observation District benchmarks Anecdotal records Student Report Card grades Chapter assessment</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 2 different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills.</p> <p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>ELA Companion Standards</p> <p>L.2.4.E Use glossary's and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.5 Know and use various text features (e.g., Captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) To locate key facts or information in a text efficiently.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text.</p> <p>RI.2.7 Explain how specific images (e.g., A diagram showing how a machine works) contribute to and clarify a text.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.2.7 Participate in shared research and writing projects (e.g., Read a number of books on a single</p>	<p>Enduring Understanding</p> <p>Maps and globes can be used to locate places and geographic features.</p> <p>Earth is made up of different physical features such as landforms and bodies of water.</p> <p>People may move from place to place for a better life, for a job, to be safe, or other such reasons.</p> <p>Urban, suburban, and rural areas are living environments, each with its own set of characteristics.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Pearson Social Studies myWorld Interactive Teacher's Guidebook & online • Pearson Social Studies myWorld Interactive Teacher's Leveled Books • Person Student Worktext • myWorld Interactive Activity Components • myWorld Interactive Graphic Organizers • Scholastic News supplemental readers • Wonders leveled readers • www.youtube.com • www.discoveryeducation.com
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topic to produce a report; record science observations).
SL.2.1 Participate in collaborative conversations with diverse partners about greed to topics and text with peers and adults in smaller and larger groups.
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly incoherent sentences.

MODIFICATIONS:

Gifted and Talented Learners:

Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education Learners:

Allow extra time to complete assignments or tests

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

English Language Learners:

- Work toward longer passages as skills in English increase
- Use visuals

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|--|--|--|
| <ul style="list-style-type: none">• Introduce key vocabulary before lesson• Provide peer tutoring• Use a strong student as a “buddy” (does not necessarily have to speak the primary language) | | |
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QUARTER 2 – Social Studies Grade 2

Big Idea: How does government work?

Topic: Government (Chapter 3)

GOAL	
<p>Standards: NJ Student Learning Standards: 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States constitution and the bill of rights (i.e., Freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.4.A.4 Explain how the United States government is organized and how the United States constitution defines and checks the power of the government. 6.1.4.A.5 Distinguish the roles and responsibilities of the 3 branches of the national government. 6.1.4.A.6 Explain how national and state governments share power in the federal system of government. 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the rules of elected representatives and how they interact with the citizens at local, state, and national levels.</p> <p>21st Century Life and Careers: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p>	<p>SWBAT Define a rule and explain why rules are important. Identify some of the rights we haven't explained why we need them. Discuss what consequences are in relation to laws and how courts are used to determine if a law has been broken. Define a government and describe how the Constitution has set up the US government. Explain the roles and responsibilities of the president in Congress in the federal government. Identify the characteristics of the Supreme Court and its role in our government in the civil life. Explain the ways governments help their citizens. Compare and contrast different forms of government such as democracies, monarchies, and autocratic governments. Describe America's colonial history and how the colonist fought for the freedom from British rule. Summarize the creation and content of the US constitution and the bill of rights. Identify problems that need a solution. Explain how trade and cultural exchanges help governments cooperate. Summarize the history, purpose, and functions of the United Nations. Describe the role of diplomacy and treaties between nations. Interpret primary source photographs for historical information.</p>
Essential Questions	Assessments
<ul style="list-style-type: none"> • How does the government work? • Why are rules and laws important? • How do the 3 branches of government work together? 	<p>Formative Assessment Classroom Discussion Anecdotal Notes Presentations or Projects Cooperative Learning Groups Open Ended Questions End of lesson quiz online or printable</p>

<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Standards:</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.2 Create a document using a word processing application.</p> <p>8.1.2.A.3 Compare the common uses of at least 2 different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills.</p> <p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>ELA Companion Standards</p> <p>L.2.4.E Use glossary's and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.5 Know and use various text features (e.g., Captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) To locate key facts or information in a text efficiently.</p>		<p>Summative Assessment</p> <p>Participation and teacher observation</p> <p>District benchmarks</p> <p>Anecdotal records</p> <p>Student Report Card grades</p> <p>Chapter assessment</p>
	<p>Enduring Understanding</p> <p>Rules and laws help people and society. People's rights comes with responsibilities. The United States has 3 branches of government that make and review laws. There are many different types of government in the world. The US constitution and the bill of rights are the foundation of American civil society. Governments cooperate in different ways to solve problems.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Pearson Social Studies myWorld Interactive Teacher's Guidebook & online • Pearson Social Studies myWorld Interactive Teacher's Leveled Books • Person Student Worktext • myWorld Interactive Activity Components • myWorld Interactive Graphic Organizers • Scholastic News supplemental readers • Wonders leveled readers • www.youtube.com • www.discoveryeducation.com

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

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

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

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

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

W.2.7 Participate in shared research and writing projects (e.g., Read a number of books on a single topic to produce a report; record science observations).

SL.2.1 Participate in collaborative conversations with diverse partners about greed to topics and text with peers and adults in small and larger groups.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly incoherent sentences.

MODIFICATIONS:

Gifted and Talented Learners:

Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education Learners:

Allow extra time to complete assignments or tests

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

English Language Learners:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

QUARTER 2 & 3- Social Studies Grade 2

Big Idea: How do people get what they need?

Topic: People Who Supply Our Goods and Services (Chapter 4)

Standards:	GOAL	
<p>NJ Student Learning Standards:</p> <p>6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) To evaluate individuals decisions, including ones made in their communities.</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, in nations.</p> <p>6.1.4.C.3 Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4.C.4 Describe how supplying demand influence price and output of products.</p> <p>6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.</p> <p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>6.1.4.C.8 Illustrate how production, distribution comment and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.</p> <p>21st Century Life and Careers:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>	<p>SWBAT</p> <p>Identify needs and wants.</p> <p>Explain the difference between a need any want.</p> <p>Understand basic economic concepts common such as money and trade.</p> <p>Recognize that scarcity makes people make choices.</p> <p>Understand cost and benefits.</p> <p>Analyze costs and benefits to make good choices.</p> <p>Identify producers in communities.</p> <p>Understand the role of farmers.</p> <p>Compare farmers today with farmers from the past.</p> <p>Understand how farmers use resources.</p> <p>Identify the main idea in a print and oral paragraph.</p> <p>Identify the role producers comic distributors, and consumers in providing and consuming goods and services.</p> <p>Understand how producers and consumers work together.</p> <p>Describe the process of getting good from farm to market.</p> <p>Understand how weather can challenge crop production.</p> <p>Identify how farmers learned to grow productive crops in new climates.</p> <p>Describe how farmers solve weather problems to grow productive crops.</p> <p>Create an ad for a farm.</p>	
	Essential Questions	Assessments
	<ul style="list-style-type: none"> • How do people get what they need? • What is the difference between a need and a want? • How do families make money to pay for the needs and once they choose? • How do farmers help people get what they need? • Why are producers important? 	<p>Formative Assessment</p> <p>Classroom Discussion</p> <p>Anecdotal Notes</p> <p>Presentations or Projects</p> <p>Cooperative Learning Groups</p> <p>Open Ended Questions</p> <p>End of lesson quiz online or printable</p> <p>Summative Assessment</p> <p>Participation and teacher observation</p> <p>District benchmarks</p>

<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> • How are the producers connected to the consumer's? • How do farmers decide what to grow? 	<p>Anecdotal records</p> <p>Student Report Card grades</p> <p>Chapter assessment</p>
<p>Technology Standards:</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.2 Create a document using a word processing application.</p> <p>8.1.2.A.3 Compare the common uses of at least 2 different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2. A.4 Demonstrate developmentally appropriate navigation skills.</p> <p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>ELA Companion Standards</p> <p>L.2.4.E Use glossary's and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.5 Know and use various text features (e.g., Captions, bold print, subheadings, glossaries,</p>	<p>Enduring Understanding</p> <p>People have to make choices about needs and wants because resources are limited.</p> <p>Food production and consumption is a process that often starts on the farm, and the methods have changed over time.</p> <p>Producers and consumers are connected through the selling and buying of goods and services.</p> <p>Producers face challenges, which limit their resources.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Pearson Social Studies myWorld Interactive Teacher's Guidebook & online • Pearson Social Studies myWorld Interactive Teacher's Leveled Books • Person Student Worktext • myWorld Interactive Activity Components • myWorld Interactive Graphic Organizers • Scholastic News supplemental readers • Wonders leveled readers • www.youtube.com • www.discovereducation.com

indexes, electronic menus, icons) To locate key facts or information in a text efficiently.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

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

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

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

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

W.2.7 Participate in shared research and writing projects (e.g., Read a number of books on a single topic to produce a report; record science observations).

SL.2.1 Participate in collaborative conversations with diverse partners about greed to topics and text with peers and adults in small and larger groups.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly incoherent sentences.

MODIFICATIONS:

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Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives, and choices to differentiate and broaden the curriculum
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Special Education Learners:

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- Follow all IEP modifications/504 plan

English Language Learners:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

QUARTER 3 & 4- Social Studies Grade 2

Big Idea: What makes someone a hero?

Topic: Making a Difference (Chapter 5)

Standards:	GOAL	
<p>NJ Student Learning Standards:</p> <p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p>6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.4.A.10 Describe how the actions of doctor Martin Luther King, Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.A.12 Explain the process of creating change at the local, state, or national level differently.</p> <p>21st Century Life and Careers:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	<p>SWBAT</p> <p>Recognized character traits of a hero.</p> <p>Understand a hero's motivation.</p> <p>Explain why heroes of the past are important.</p> <p>Discuss how leaders become heroes to their people.</p> <p>Identify civil rights activists who worked together against racial inequality.</p> <p>Identify women's rights activists and their individual contributions.</p> <p>Explain what an invention is and how they benefit the world.</p> <p>Discuss how scientific inventions, discoveries, and experiments extend our understanding of the world.</p> <p>Explain how and why some heroes help those in need.</p> <p>Recognize that ordinary people who help others can be heroes.</p> <p>Identify community members such as artists and service workers who help others in need.</p> <p>Identify ways I can be a hero.</p> <p>Create a book cover.</p>	
	Essential Questions	Assessments
	<ul style="list-style-type: none"> • What makes someone a hero? • What are some things a person can do for the common good? • How can you tell if someone is a hero? • What does it mean to act with Justice? • What are civil rights? • Why is public protest a good way to work for civil rights for people? • What traits do you think a leader should have to inspire people to work for a change? 	<p>Formative Assessment</p> <p>Classroom Discussion</p> <p>Anecdotal Notes</p> <p>Presentations or Projects</p> <p>Cooperative Learning Groups</p> <p>Open Ended Questions</p> <p>End of lesson quiz online or printable</p> <p>Summative Assessment</p> <p>Participation and teacher observation</p> <p>District benchmarks</p> <p>Anecdotal records</p> <p>Student Report Card grades</p> <p>Chapter assessment</p>

<p>CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> • What are some ways helpers help people in need? • Why is volunteer ng to help people heroic thing to do? 	
<p>Technology Standards: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. Games, museums). 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.3 Compare the common uses of at least 2 different digital applications and identify the advantages and disadvantages of using each. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills. 8.1.2.A.6 Identify the structure and components of a database.</p> <p>ELA Companion Standards L.2.4.E Use glossary’s and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. RI.2.5 Know and use various text features (e.g., Captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) To locate key facts or information in a text efficiently. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>Enduring Understanding</p> <p>A hero is a person who helps others in need. Anyone can be a hero and change the world to make it better. A hero may work in any field such as science, the arts, or government. A hero may become a leader or maybe an ordinary person who helps solves a local problem.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Pearson Social Studies myWorld Interactive Teacher’s Guidebook & online • Pearson Social Studies myWorld Interactive Teacher’s Leveled Books • Person Student Worktext • myWorld Interactive Activity Components • myWorld Interactive Graphic Organizers • Scholastic News supplemental readers • Wonders leveled readers • www.youtube.com • www.discoveryeducation.com

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

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

W.2.7 Participate in shared research and writing projects (e.g., Read a number of books on a single topic to produce a report; record science observations).

SL.2.1 Participate in collaborative conversations with diverse partners about grade to topics and text with peers and adults in small and larger groups.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

MODIFICATIONS:

Gifted and Talented Learners:

Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education Learners:

Allow extra time to complete assignments or tests

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

English Language Learners:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

QUARTER 4 – Social Studies Grade 2

Big Idea: How is culture shared?

Topic: Our American Culture (Chapter 6)

GOAL	
<p>Standards: NJ Student Learning Standards: 6.1.P.D.2 Demonstrate an understanding of family roles in traditions. 6.1.P.D.3 Express individuality and cultural diversity 6.1.P.D.4 Learn about and respect other cultures within the classroom and community. 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. 6.1.4.D.13 Describe how culture is expressed through and influenced by behavior of people. 6.1.4.D.14 Trace how the American identity evolved over time. 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p>SWBAT Understand what makes up a person's culture. Explain how culture is passed down. Identify how music and food are important to culture. Identify and compare points of view. Understand why there are many cultures in the United States. Describe how people share cultures in her country. Explain how adults pass culture down to their children. Understand the importance of telling stories from the past. Distinguish fact from fiction in stories about the past. Compare and contrast folktales and tall tales. Recognize the different reasons for celebrations. Identify holidays that honor American Heroes. Understand why we celebrate important people. Understand how heroes have made a difference in people's lives. Present an Artifact and it's important.</p>
Essential Questions	Assessments
<ul style="list-style-type: none"> • How is culture shared? • How can culture bring people together? • In what ways do people share their culture? • What makes Mardi Gras power parade special? • Why are there so many cultures in America? • Why are American stories important to our culture? 	<p>Formative Assessment Classroom Discussion Anecdotal Notes Presentations or Projects Cooperative Learning Groups Open Ended Questions End of lesson quiz online or printable</p> <p>Summative Assessment Participation and teacher observation District benchmarks Anecdotal records Student Report Card grades Chapter assessment</p>

	Enduring Understanding	Resources
<p>21st Century Life and Careers: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Standards: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. Games, museums). 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.3 Compare the common uses of at least 2 different digital applications and identify the advantages and disadvantages of using each. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills. 8.1.2.A.6 Identify the structure and components of a database.</p> <p>ELA Companion Standards L.2.4.E Use glossary's and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Culture is passed down through generations. Many different cultures are shared in the United States. American stories are an important part of our culture. National holidays are an important way to honor people, religions, and heroes in our culture</p>	<ul style="list-style-type: none"> • Pearson Social Studies myWorld Interactive Teacher's Guidebook & online • Pearson Social Studies myWorld Interactive Teacher's Leveled Books • Person Student Worktext • myWorld Interactive Activity Components • myWorld Interactive Graphic Organizers • Scholastic News supplemental readers • Wonders leveled readers • www.youtube.com <p>www.discoveryeducation.com</p>

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