

**Toms River Regional Schools
SOCIAL STUDIES
CURRICULUM**

Content Area: Social Studies

Course Title: Elementary

Grade Level: 2

**Unit 1:
Friends & Family**

September/October

**Unit 2:
Animal Discoveries**

November/December

**Unit 3:
Live and Learn**

January/February

**Unit 4
Our Life Our World**

March/April

**Unit 5:
Let's Make A
Difference**

May/June

Date Created: August 4, 2014

Board Approved on: October 21, 2014

Unit One Overview

Content Area: Social Studies

Unit One: Friends & Family/Constitution Day/Respect Week

Target Course/Grade Level: Social Studies/2

Unit Summary

Communities are places where people live. In communities people help each other and follow rules. The rules and laws created by community, state and national governments protect the rights of people.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

9.1 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at www.nicccs.org

Learning Targets

Content Standards

New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Informational Text K-5: 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10
- Writing Standards K-5: 2.8
- Speaking and Listening Standards K-5: 2.1, 2.2, 2.4, 2.5, 2.6
- Language Standards K-5: 2.4, 2.6

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.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.
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.3.4.A.1	Evaluate what makes a good rule or law.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
<p style="text-align: center;">Unit Essential Questions</p> <ul style="list-style-type: none"> • How do families and friends learn, grow, and help one another? • How are families around the world the same and different? • What happens when families work together? • Why is it important to establish and follow rules in the community, state and country? 	<p style="text-align: center;">Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A community is a place where people live, work, and have fun together. • A neighbor is someone who lives in the same neighborhood. • Laws are rules people in a community must follow. • A good citizen is a member of the community who helps others and treats others with respect.
<p>Unit Objectives</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • People and friends help one another in communities. • Recognize that community members work together for the common good. • Recognize that rules and laws are important to follow. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify how friends depend on each other. • Identify how families around the world are the same and different. • Identify what happens when friends and families work together. • Identify how rules and laws are essential in the community, state and country.

Evidence of Learning

Formative Assessment

- Classroom Discussion
- Anecdotal Notes
- Open Ended Questions
- Presentations or Projects
- Cooperative Learning Groups

Summative Assessment

- Participation and teacher observation
- Pre-test, post-test, and daily work
- Anecdotal records
- Student Report Card grades
- Teacher made materials

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- 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)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications/504 plan

Gifted and Talented:

- 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

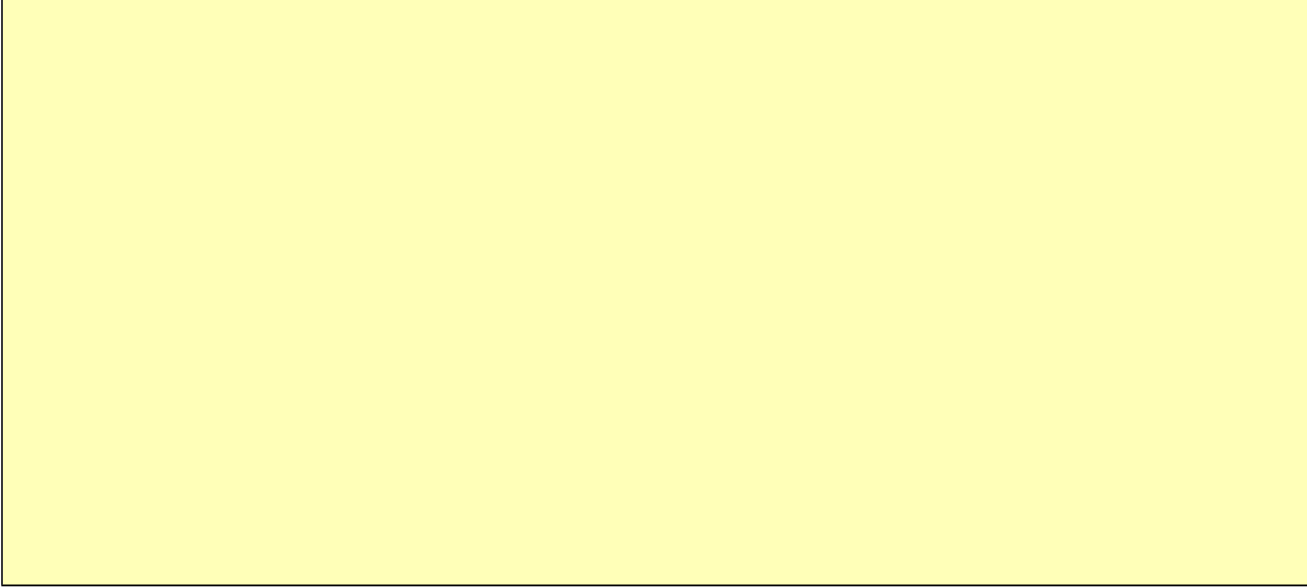
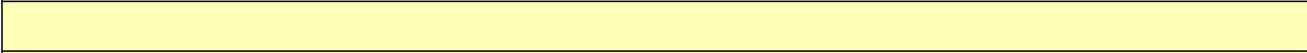
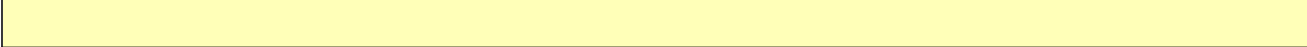
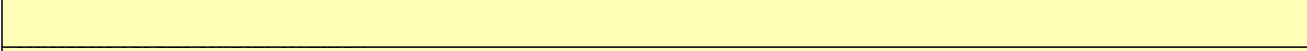
Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:

Literature:

McGraw-Hill Reading Wonders Workstation Activity Cards
McGraw-Hill Reading Wonders Leveled Readers
McGraw-Hill Reading Wonders Workshop and Anthology Student Text
McGraw-Hill Reading Wonders Digital Resources
People Together: Adventures in Time and Place by McGraw Hill
Franklin's Neighborhood by Paulette Bourgoise
Uptown by Bryan Collier
Next Stop Grand Central by Maira Kalman
Town and Country by Alice Provensen and Martin Provensen
Madlenka by Peter Sis
Mei-Mei Loves The Morning by Margaret Tsubakiyama
Grandpa's Corner Store by Dyanne Disalvo-Ryan
Yard Sale! by Mitra Modarressi

Websites:

www.scholastic.com
www.lessonplanet.com
www.socialstudiesforkids.com
www.apples4theteacher.com
www.brainpop.com
www.primarygames.com
www.congressforkids.net
www.goodnightstories.com
<http://bensguide.gpo.gov/k-2/government/index.htm>
www.cdm.org
www.planning.org/kidsandcommunity/
www.pbskids.org
http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm



CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.4	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.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.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.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are features of different animal habitats? • How can fictional animals in folk tales help and work together to solve problems? • What is the history of “Thanksgiving”? • Who are the Native Americans and Pilgrims that were at the first Thanksgiving? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Geography tells about the Earth, people, plants, and animals that live on Earth. • Our country’s Thanksgiving holiday traditions evolved from European colonization and Native American cultures, beliefs and values.
<p>Unit Objectives</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Compare and contrast information about animal habitats on a map. • Explore landforms, climate and weather and how it affects animals and their habitat. • Explore the Thanksgiving holiday. • Explore how the Thanksgiving holiday evolved from European colonization and Native American cultures, beliefs and values 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Utilize a map to compare and contrast information about animal habitats. • Write and illustrate about an animal and its habitat. • Write and illustrate about a holiday tradition. • Discuss how the Thanksgiving holiday evolved from European colonization and Native American cultures, beliefs and values

Evidence of Learning

Formative Assessment

- Classroom Discussion
- Anecdotal Notes
- Open Ended Questions
- Presentations or Projects
- Cooperative Learning Groups

Summative Assessment

- Participation and teacher observation
- Pre-test, post-test, and daily work
- Anecdotal records
- Student Report Card grades
- Teacher made materials

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- 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)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications/504 plan

Gifted and Talented:

- 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

Literature:

McGraw-Hill Reading Wonders Workstation Activity Cards
McGraw-Hill Reading Wonders Leveled Readers
McGraw-Hill Reading Wonders Workshop and Anthology Student Text
McGraw-Hill Reading Wonders Digital Resources
People Together: Adventures in Time and Place by McGraw Hill
The Earth and I by Frank Asch
Our Earth by Anne Rockwell
Earthdance by Joanne Ryder

Websites:

www.scholastic.com
www.lessonplanet.com
www.socialstudiesforkids.com
www.apples4theteacher.com
www.brainpop.com
www.primarygames.com
www.congressforkids.net
www.goodnightstories.com
<http://bensguide.gpo.gov/k-2/government/index.htm>
www.cdm.org
www.planning.org/kidsandcommunity/
www.pbskids.org
http://www.pacificislandtravel.com/nature_gallery/ho
wtoreadamap.htm

Unit Three Overview

Content Area: Social Studies

Unit Three: Live and Learn/ Martin Luther King Jr./ Black History/ Presidents Day

Target Course/Grade Level: Social Studies/2

Unit Summary

Landforms, climate and weather, and availability of resources have impacted where and how people live and work. Community workers and human interaction can impact our environment. Certain needs and wants are required by humans in order to survive. Famous African American and American leaders have impacted the United States of America.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

9.1 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at www.njcccs.org

Learning Targets

Content Standards

New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Informational Text K-5: 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10
- Writing Standards K-5: 2.8
- Speaking and Listening Standards K-5: 2.1, 2.2, 2.4, 2.5, 2.6
- Language Standards K-5: 2.4, 2.6

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.B.4	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
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations
6.1.4.C.3	Explain why incentives vary between and among producers and consumers
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.11	Recognize the importance of setting long term goals when making financial decisions within the community.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
Unit Essential Questions <ul style="list-style-type: none"> • How can people help their community? • How do community workers help us? • What is the weather like in different regions of the United States? • Who were/are the important leaders of the United States of America? • Who were/are famous African Americans? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • People help their community • Community workers help us in many ways. • Weather in the United States varies in different regions. • There are many important leaders in the United States of America. • There are many famous African Americans.

<p>Unit Objectives <i>Students will ...</i></p> <ul style="list-style-type: none"> • Identify climate and weather in different regions of the United States. • Describe how community workers and human interaction can help the people and the environment. • Identify the difference between human needs and wants. • Identify the production and exchange of goods and services. • Identify historical contributions of American leaders. • Identify historical contributions of famous African Americans. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Illustrate and/or write about climate and weather in different regions of the United States. • Discuss ways community workers and human interaction help the people and the environment. • Identify and/or List in sequence the production and exchange of goods and services/needs and wants. • Explore important leaders of the United States of America • Explore famous African Americans.
Evidence of Learning	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Classroom Discussion • Anecdotal Notes • Open Ended Questions • Presentations or Projects • Cooperative Learning Groups 	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Participation and teacher observation • Pre-test, post-test, and daily work • Anecdotal records • Student Report Card grades • Teacher made materials 	
<p>Modifications:</p> <p>ELL:</p> <ul style="list-style-type: none"> • 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) <p>Special Education:</p> <ul style="list-style-type: none"> • Allow extra time to complete assignments or tests • Work in a small group • Allow answers to be given orally or dictated • Follow all IEP modifications/504 plan 	

Gifted and Talented:

- 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

Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:

Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

Literature

McGraw-Hill Reading Wonders Workstation Activity Cards

McGraw-Hill Reading Wonders Leveled Readers

McGraw-Hill Reading Wonders Workshop and Anthology Student Text

McGraw-Hill Reading Wonders Digital Resources

People Together: Adventures in Time and Place by McGraw Hill

Woodrow, the White House Mouse by P.C. Barnes

Washington, D.C.: A Scrapbook by Laura Lee Benson

The Honest to Goodness Truth by Patricia McKissack

The American Flag by Patricia Ryon Quiri

The Day Gogo Went to Vote, South Africa, 1994 by Elinor Sisulu

If I Were President by Catherine Stier

A Big Cheese for the White House: The True Tale of a Tremendouse Cheddar by Candace Fleming

So You Want To Be President by Judith St. George

Websites:

www.scholastic.com

www.lessonplanet.com

www.socialstudiesforkids.com

www.apples4theteacher.com

www.brainpop.com

www.cdm.org

<http://goodnightstories.com/>

www.primarygames.com

www.congressforkids.net <http://www.planning.org/ki>

dsandcommunity/

www.pbskids.org

http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm

Unit Four Overview

Content Area: Social Studies

Unit Four: Our Life Our World/ Famous Women in History

Target Course/Grade Level: Social Studies/2

Unit Summary

The Earth consists of seven continents and five oceans; our continent of North America consists of neighboring countries, and our country consists of different regions. Natural resources are used for various purposes across the world. Famous women in history have impacted the United States of America. Children around the world have similarities and differences based on their culture.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

9.1 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

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Learning Targets

Content Standards

New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment

shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

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- Writing Standards K-5: 2.8
- Speaking and Listening Standards K-5: 2.1, 2.2, 2.4, 2.5, 2.6
- Language Standards K-5: 2.4, 2.6

CPI #	Cumulative Progress Indicator (CPI)		
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.		
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.		
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.		
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.		
6.1.4.B.4	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.		
6.1.4.B.8	Compare ways people choose to use and divide natural resources		
6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.		
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and /or the labor force played in economic opportunities.		
6.1.4.B.10	Identify the major cities in New Jersey, the United States and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.		
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.		
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What makes different parts of the world different? • What are landforms? • What are natural resources? • What are the seven continents and five oceans? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • There are many different features throughout the regions of the world. • There are many different landforms and natural resources across the globe. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What makes different parts of the world different? • What are landforms? • What are natural resources? • What are the seven continents and five oceans? 	<p>Unit Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • There are many different features throughout the regions of the world. • There are many different landforms and natural resources across the globe.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What makes different parts of the world different? • What are landforms? • What are natural resources? • What are the seven continents and five oceans? 	<p>Unit Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • There are many different features throughout the regions of the world. • There are many different landforms and natural resources across the globe. 		

<ul style="list-style-type: none"> • Who were/are famous women in history and what were their important contributions? • How are children around the world different? 	<ul style="list-style-type: none"> • There are many famous women in history. • Cultures are similar and different around the world.
<p>Unit Objectives <i>Students will ...</i></p> <ul style="list-style-type: none"> • Identify the seven continents and five oceans. • Identify different landforms and natural resources across the globe. • Explore famous women in history and their important contributions. • Explore the similarities and differences of cultures around the world. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Label the seven continents and five oceans on Earth. • Illustrate and/or discuss different landforms and natural resources across the globe. • Read and Discuss famous women in history. • Read and discuss the similarities and differences of children’s cultures around the world.
Evidence of Learning	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Classroom Discussion • Anecdotal Notes • Open Ended Questions • Presentations or Projects • Cooperative Learning Groups 	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Participation and teacher observation • Pre-test, post-test, and daily work • Anecdotal records • Student Report Card grades • Teacher made materials 	
<p>Modifications:</p> <p>ELL:</p> <ul style="list-style-type: none"> • 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) <p>Special Education:</p> <ul style="list-style-type: none"> • Allow extra time to complete assignments or tests • Work in a small group • Allow answers to be given orally or dictated • Follow all IEP modifications/504 plan <p>Gifted and Talented:</p> <ul style="list-style-type: none"> • 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 	

Clack Moo: Cows that Type by Doreen Cronin Trashy

Town by Andrea Zimmerman

Websites:

www.scholastic.com

www.lessonplanet.com

www.socialstudiesforkids.com

www.brainpop.com

www.apples4theteacher.com

www.primarygames.com

www.congressforkids.net

<http://bensguide.gpo.gov/k-2/symbols/index.html>

<http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/direct.html>

<http://www.worldatlas.com/aatlas/infopage/compose.htm>

<http://www.great-lakes.net/>

<http://www.m-w.com/maps/mwmapssn.html>

http://www.cookman.edu/about_BCU/history/our_founder.html

<http://usflag.org/>

<http://ipledgeallegiance.com/>

<http://www.songsforteaching.com/index.html>

<http://www.state.gov/r/pa/ei/bgn/4142.htm>

Unit Five Overview

Content Area: Social Studies

Unit Five: Let's Make A Difference/Earth Day

Target Course/Grade Level: Social Studies/2

Unit Summary

A citizen is a person who belongs to a country. Good citizens make our country a better place. They follow rules and laws so that they get along. They vote to choose leaders. Citizens of the United States have songs, symbols, and sayings that help celebrate our country. Earth Day teaches us how to be good environmental citizens and how to protect the Earth.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

9.1 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at www.njcccs.org

Learning Targets

Content Standards

New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working

Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Informational Text K-5: 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10
- Writing Standards K-5: 2.8
- Speaking and Listening Standards K-5: 2.1, 2.2, 2.4, 2.5, 2.6
- Language Standards K-5: 2.4, 2.6

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.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.3	Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.1	Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government
6.3.4.A.1	Evaluate what makes a good rule or law.
6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is a good citizen? • What does a good citizen do? • Who are American heroes? • What are some symbols that represent the United States? • What are our rights and rules? • How can we protect the Earth (Earth Day project)? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A good citizen makes his or her country and community a better place. • A good citizen follows the rules. • The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States. • It is important to reduce, reuse and recycle our natural resources and care for our Earth.
<p>Unit Objectives</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Explain the need for groups to have rules. • Explain the need for rules and laws in the home, school, and community. • Give examples of rules or laws that establish order, provide security, or manage conflict. • Identify leadership roles in community, state, and country. • Describe the responsibilities and characteristics of a good leader. <ul style="list-style-type: none"> • Identify the qualities of good citizenship as demonstrated by ordinary people. • Identify symbols of national identity, such as our flag and the Pledge of Allegiance. • Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility. • Identify historic figures who were good citizens. • Identify ways to reduce, reuse and recycle our natural resources and care for our Earth. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Define rules and laws. • Define the qualities of a good citizen in their community • Discuss how the community makes decisions. • Read and discuss historical figures who exemplify characteristics of good citizenship. • Illustrate and label symbols of our national identity related to citizenship. • Create a project showing ways to care for our Earth.

Evidence of Learning

Formative Assessment

- Classroom Discussion
- Anecdotal Notes
- Open Ended Questions
- Presentations or Projects
- Cooperative Learning Groups

Summative Assessment

- Participation and teacher observation
- Pre-test, post-test, and daily work
- Anecdotal records
- Student Report Card grades
- Teacher made materials

Modifications:

ELL:

- 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)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications/504 plan

Gifted and Talented:

- 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

Curriculum Development Resources/Instructional Materials/Equipment needed: Computer, Audio materials, Print materials, Manipulatives, Graphic Organizers

Literature:

McGraw-Hill Reading Wonders Workstation Activity Cards

McGraw-Hill Reading Wonders Leveled Readers

McGraw-Hill Reading Wonders Workshop and Anthology Student Text

McGraw-Hill Reading Wonders Digital Resources

People Together: Adventures in Time and Place by McGraw Hill

Where Did Your Family Come From? A Book About Immigrants by Melvin and Gilda Berger

Frank's Great Museum Adventure by Rod Clement

Museums by Jason Cooper

Covered Wagons, Bumpy Trails by Verla Kay

Grandmother's Dreamcatcher by Becky Ray McCain

Who Came Down That Road? by George Ella Lyon

How Chipmunk Got His Stripes: A Tale of Bragging and Teasing by Joseph Bruchac and James Bruchac

Red Flower Goes West by Ann Turner

Websites: www.socialstudiesf

orkids.com

www.apples4theteacher.com

www.primarygames.com

www.congressforkids.net

<http://www.bbc.co.uk/history/>

<http://www.terrafly.com>

<http://www.census.gov>