

Brigantine Public School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Curriculum Design

Content Area: Social Studies

Course Title: General Social Studies

Grade Level: 2

Unit 1-Exploration

6 weeks

Unit 2-Working Together

6 weeks

Unit 3-Creative Ideas

6 weeks

Unit 4-Our Changing World

6 weeks

Unit 5-Responsibility

6 weeks

Unit 6-Traditions

6 weeks

Date Revised: August 2015

Board Approved on: August 27, 2015

Unit 1 Overview
Content Area: Social Studies
Unit 1 Title: Exploration
Grade Level: 2
<p>Unit Summary: What can we learn from exploring new places and things? We can learn many things from exploring new places and things. Exploring helps us expand our knowledge of places and things.</p> <p>Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology</p> <p>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.</p> <p>RI.2.2 Identify the main topic of a multiparagraph 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>21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</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>
Learning Targets
<p>Standards</p> <p>This unit covers the following standards:</p> <p>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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>
<p>Content Statements</p> <ul style="list-style-type: none"> • Individuals and families have unique characteristics. • Everyone is part of a larger neighborhood and community. • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. • Places are jointly characterized by their physical and human properties.

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CPI #	Cumulative Progress Indicator (CPI)	
6.1.P.D.1	Describe characteristics of oneself, one’s family, and others.	
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.	
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.	
Unit Essential Questions-		Unit Enduring Understandings
<ul style="list-style-type: none"> • What might we discover in a new neighborhood? • When we are searching for answers, whom can we ask? 		<ul style="list-style-type: none"> • A new neighborhood could be full of surprises waiting to be discovered. • There are many people you can ask when searching for answers; including your parents and teachers.
Evidence of Learning		
<p>Summative Assessment End of Year Test Selection Test Benchmark Assessment – Teacher Created Performance Based Assessment Equipment needed: www.pearsonsuccessnet.com Teacher Resources: Pearson Scott Foresman’s <u>Reading Street</u></p>		
<p>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</p> <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Compacting • Varying question levels 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Classroom participation • Unit Benchmark • Baseline Test 		

Unit 2 Overview	
Content Area: Social Studies	
Unit 2 Title: Working Together	
Grade Level: Second	
<p>Unit Summary: How can we work together? We can work together in many ways. Working together makes a successful family, school, and community.</p> <p>Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology</p> <p>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.</p> <p>RI.2.2 Identify the main topic of a multiparagraph 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>21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</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>	
Learning Targets	
<p>Standards This unit covers the following standards:</p> <p>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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> • Citizenship begins with becoming a contributing member of the classroom community. • Key historical events, documents, and individuals led to the development of our nation. • The world is comprised of nations that are similar to and different from the United States. • Interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes. • Everyone is part of a larger neighborhood and community. 	
CPI #	Cumulative Progress Indicator (CPI)

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6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.		
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.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.		
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.		
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.		
<table border="1"> <tr> <td> Unit Essential Questions- <ul style="list-style-type: none"> • What can we do in a dangerous situation? • What makes a team? • How can we contribute to a celebration? </td> <td> Unit Enduring Understandings <ul style="list-style-type: none"> • In a dangerous situation we should always seek help. • A team is a group of people working together towards a common goal. • We can contribute to a celebration by asking how and what we can contribute. </td> </tr> </table>		Unit Essential Questions- <ul style="list-style-type: none"> • What can we do in a dangerous situation? • What makes a team? • How can we contribute to a celebration? 	Unit Enduring Understandings <ul style="list-style-type: none"> • In a dangerous situation we should always seek help. • A team is a group of people working together towards a common goal. • We can contribute to a celebration by asking how and what we can contribute.
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Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Compacting • Varying question levels 			
Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Classroom participation • Unit Benchmark • Baseline Test 			

Unit 3 Overview

Content Area: Social Studies

Unit 3 Title: Creative Ideas

Grade Level: 2

Unit Summary: What does it mean to be creative?

People can be creative in many ways. Everyone is creative in their own ways.

Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology

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.

21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards

This unit covers the following 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 decision 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.

Content Statements

- Citizenship begins with becoming a contributing member of a classroom community.
- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places and resources in the local community

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<p>and beyond.</p> <ul style="list-style-type: none"> • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	
CPI #	Cumulative Progress Indicator (CPI)
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
<p>Unit Essential Questions-</p> <ul style="list-style-type: none"> • How many ways can we communicate? • When can creative ideas solve problems? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • There are many ways to communicate. • Sometimes creative ideas are necessary to solve problems.
Evidence of Learning	
<p>Summative Assessment End of Year Test Selection Test Benchmark Assessment – Teacher Created Performance Based Assessment Equipment needed: www.pearsonsuccessnet.com Teacher Resources: Pearson Scott Foresman’s Reading Street</p>	
<p>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</p> <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Compacting • Varying question levels 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Classroom participation • Unit Benchmark • Baseline Test 	

Unit 4 Overview

Content Area: Social Studies

Unit 4 Title: Our Changing World

Grade Level: 2

Unit Summary: How do things change? How do they stay the same?

Things change when we try something new. They stay the same when we do things in the same manner routinely.

Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology

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

21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards

This unit covers the following 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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Content Statements

- Citizenship begins with becoming a contributing member of the classroom community.
- Individuals and families have unique characteristics.
- Everyone is part of a larger neighborhood and community.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.

CPI #	Cumulative Progress Indicator (CPI)
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.

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6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
<p>Unit Essential Questions-</p> <ul style="list-style-type: none"> • How can familiar things help us with changes? • Why are some changes difficult? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Having some familiarity can ease the feelings that come with changes. • Some changes can be difficult due to resistance to change or a sense of unfamiliarity.
Evidence of Learning	
<p>Summative Assessment End of Year Test Selection Test Benchmark Assessment – Teacher Created Performance Based Assessment Equipment needed: www.pearsonsuccessnet.com Teacher Resources: Pearson Scott Foresman’s Reading Street</p>	
<p>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</p> <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Compacting • Varying question levels 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Classroom participation • Unit Benchmark • Baseline Test 	

Unit 5 Overview	
Content Area: Social Studies	
Unit 5 Title: Responsibility	
Grade Level: 2	
<p>Unit Summary: What does it mean to be responsible? Being responsible means taking accountability for one’s self and actions.</p> <p>Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology</p> <p>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.</p> <p>RI.2.2 Identify the main topic of a multiparagraph 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>21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</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>	
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<p>Content Statements</p> <ul style="list-style-type: none"> • Citizenship begins with becoming a contributing member of the classroom community • Interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes. • Rules and laws are developed to protect people’s rights and the security and welfare of society. 	
CPI #	Cumulative Progress Indicator (CPI)
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and

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	governments within the economic system.	
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.	
Unit Essential Questions- <ul style="list-style-type: none"> • Why is it important to do a good job? • How can we be responsible family members? • What do good friends and neighbors do? • What happens when we do the wrong thing? 	Unit Enduring Understandings <ul style="list-style-type: none"> • It is important to do a good job so that you can be proud of the work you accomplished. • We can be responsible family members by contributing at home. • Good friends and neighbors help and look after one another. • We must accept the consequences when we do the wrong thing. 	
Evidence of Learning		
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Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Compacting • Varying question levels 		
Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Classroom participation • Unit Benchmark • Baseline Test 		

Unit 6 Overview

Content Area: Social Studies

Unit 6 Title: Traditions

Grade Level: 2

Unit Summary: How are traditions and celebrations important to our lives?

Traditions and celebrations are important to our lives because they give us a sense of family history and allow us opportunities to spend more time as a family together.

Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology

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.

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Learning Targets

Standards

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Content Statements

- Key historical events, documents, and individuals led to the development of our nation.
- Individuals and families have unique characteristics.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- Interaction among various institutions in the local, national, and global economies

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influence policy making and societal outcomes.			
CPI #	Cumulative Progress Indicator (CPI)		
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.P.D.2	Demonstrate an understanding of family roles and traditions.		
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.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.		
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.		
<table border="1"> <tr> <td> <p>Unit Essential Questions-</p> <ul style="list-style-type: none"> • Why are sports important in our country? • What does our flag mean? • Why are family celebrations special? • Why should we learn about cowboys? • What are some different ways that people celebrate? </td> <td> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Sports allow us to get exercise and they can bring us together to learn how to work as a team. • Our flag symbolizes all the things that make our country unique. • Family celebrations are special because it brings together the family. • We should learn about cowboys because they are a part of our country’s history. • People celebrate in many different ways; depending on their culture and family traditions. </td> </tr> </table>		<p>Unit Essential Questions-</p> <ul style="list-style-type: none"> • Why are sports important in our country? • What does our flag mean? • Why are family celebrations special? • Why should we learn about cowboys? • What are some different ways that people celebrate? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Sports allow us to get exercise and they can bring us together to learn how to work as a team. • Our flag symbolizes all the things that make our country unique. • Family celebrations are special because it brings together the family. • We should learn about cowboys because they are a part of our country’s history. • People celebrate in many different ways; depending on their culture and family traditions.
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Evidence of Learning			
<p>Summative Assessment</p> <p>End of Year Test Selection Test</p> <p>Benchmark Assessment – Teacher Created Performance Based Assessment</p> <p>Equipment needed: www.pearsonsuccessnet.com</p> <p>Teacher Resources: Pearson Scott Foresman’s Reading Street</p>			
<p>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</p> <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work 			

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- Leveled Texts
- Flexible grouping
- Compacting
- Varying question levels

Formative Assessments

- Teacher Observation
- Classroom participation
- Unit Benchmark
- Baseline Test