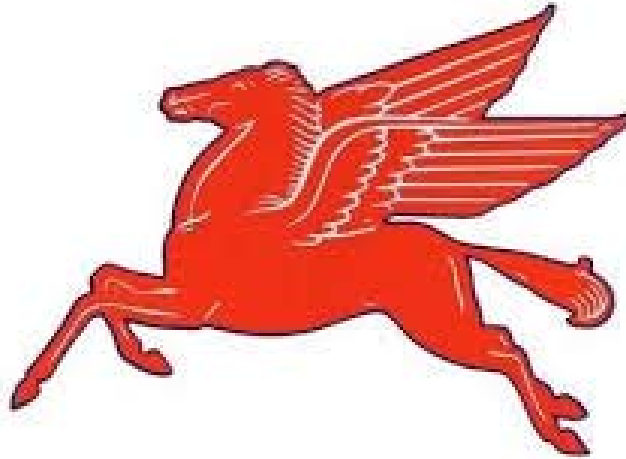


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Social Studies Grade 2

UPDATED JUNE 2015

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: September 2015

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Paulsboro Public Schools

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Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Introduction/Philosophy

The Paulsboro Public Schools are committed to providing all students with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of Social Studies focuses on the deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Classroom instruction will include the natural integration of technology, which will allow our students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The Paulsboro Public School District is committed to providing authentic learning experiences that enable our students to apply content knowledge, develop citizenship skills, and collaborate with other students to prepare them for the 21st Century workplace. This curriculum guide is designed to be a resource for staff members and to provide guidance in the planning, delivery, and assessment of Social Studies instruction.

Goals

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Educational Goals (Taken From NJCCCS)

6.1 U.S. History: America in the World- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible

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.

Four strands frame the content within each standard:

- (A) Civics, Government, and Human Rights
- (B) Geography, People, and the Environment
- (C) Economics, Innovation, and Technology
- (D) History, Culture, and Perspectives

New Jersey State Department of Education

21st Century College and Career Readiness Standards

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

<http://www.state.nj.us/education/cccs/2014/career/>

Scope and Sequence

Civics, Government, & Human Rights - Quarter 1

Big Idea: Civics, Government, and Human Rights

I. Citizenship

- A. Defining Citizenship
- B. Responsibilities of Good Citizenship
- C. Contributions to the Community
- D. Rules of Communities
- E. Leaders of the Past and Present
- F. The Nation

Big Idea: Civics, Government, and Human Rights

II. Government

- A. Rules and Laws
- B. Creation of Rules and Laws
- C. Community and Government Leaders
- D. Democracy and Choices
- E. Active Citizenship
- F. Patriotism
- G. American Symbols

Scope and Sequence

Geography, People, & The Environment - Quarter 2

Big Idea: Geography, People, and The Environment

I. Geography

- A. Defining the Area that We Live In
- B. Characteristics of Rural, Urban, and Suburban Communities
- C. Our Earth
- D. Physical Geography
- E. Human Geography
- F. Maps, Globes, GPS

Big Idea: Geography, People, and The Environment

III. Native American Culture

- A. Our Nations Early Settlers
- B. Lifestyles of Native Americans
- C. Geographic Region of Native Americans
- D. Contributions of Native Americans

Big Idea: Geography, People, and The Environment

II. Culture

- A. Define Culture
- B. The Past and The Present
- C. Immigration
- D. Native Americans
- E. Family Heritage and Expressions of Culture

Big Idea: Geography, People, and The Environment

IV. Environment

- A. Physical Environment
- B. Geographical Characteristics of the Environment
- C. Natural Resources
- D. Preserving Natural Resources

Scope and Sequence

Economics, Innovation, and Technology - Quarter 3

Big Idea: Economics, Innovation, and Technology

I. Economics

- A. Needs and Wants
- B. Good and Services
- C. Consumers and Producers
- D. Work, Income, and Volunteering
- E. Exports and Imports

Big Idea: Economics, Innovation, and Technology

I. Innovation and Technology

- A. Historical Scientific Developments
- B. Historical Technological Developments
- C. Transportations and Technology

Scope and Sequence

History, Culture, and Perspectives - Quarter 4

Big Idea: History, Culture, and Perspectives

I. History

- A. American Symbols
- B. American Holidays
- C. Early American Settlers

Big Idea: History, Culture, and Perspectives

I. Culture and Perspectives

- A. Defining Culture
- B. Cultural Beliefs
- C. Cultural Differences
- D. Cultural Influences
- E. Perspectives
- F. Justices
- G. Fair/Unfair Actions
- H. Famous Americans
- I. Our Future

Social Studies - Quarter I
Big Idea: Civics, Government, & Human Rights
Topic: Citizenship

Standards:	GOAL	
<ul style="list-style-type: none"> • 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines. • 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs. • 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others. • 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 Explains 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, their civic responsibilities at the community, state, national, and global levels. • 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.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. 	<p>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.</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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Goal 1: A community grows when its citizens participate, demonstrate good citizenship, and follow by the Constitution. Our government is organized by The US constitution.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How do citizens and government work together to meet the needs of citizens? • What are the responsibilities of a good citizen? • As a good citizen how can you prove to your community that you are responsible? • What is the common good in a community and how can you contribute to the common good? • How do the choices and actions of past leaders influence our behavior today? • Why are rules necessary? • How do you define a Nation? 	<p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.toolsforeducators.com/ • www.brainpopjr.com • www.readinga-z.com • http://www.abcva.com/take_a_trip.htm • www.learn360.com • www.bensguide.gpo.gov • www.usconstitution.net <p>Additional Resources</p> <ul style="list-style-type: none"> • Scholastic News • Class Discussions • Leveled books • Assorted Read-Alouds • Graphic organizers

Social Studies - Quarter I
Big Idea: Civics, Government, & Human Rights
Topic: Citizenship

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> • 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.12 Explain the process of creating change at the <ul style="list-style-type: none"> • local, state, or national level. • 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey. • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. • 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 6 • CRP 7 • CRP 8 • CRP 11 • CRP 12 	<ul style="list-style-type: none"> • Good citizenship begins with becoming a contributing member in the classroom, at home and in the community. • Good citizens believe in justice, truth, equality, and a responsibility for the common good. The Constitution explains the rights and responsibilities that citizens have. • Key historical events, documents, and individuals led to the development of our nation. • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • A Nation is an entity with its own territory, people, laws and government. It is distinguish between elected and appointed positions 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students' daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 - Student understands learning and can make some connections, but could use some support. ○ 2 - Student understands parts of learning and needs help making connections. ○ 1 - Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter I
Big Idea: Civics, Government, & Human Rights
Topic: Citizenship

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • <u>R.I.1.10</u> - With prompting and support, read informational texts appropriately complex for grade 1. • <u>W.1.3</u> - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure 	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Classroom Rules: Students will work together in a small groups to create a list of rules for the classroom. Students work as a class to finalize the list. The teacher will then use this list for classroom rules. • Role-play: Have students role play and solve “unfair” vs. “fair”, “bullying”, “good choices” vs. “bad choices”, and “stereotyping” scenarios. Students will work in a group to provide solutions for the scenarios. • Brainstorm: Brainstorm a list of laws that are found in a community. Students will work in small groups to evaluate why those laws are important or not important in the community. • Good Citizenship Tree: As a class create a list of good citizenship traits. Then practice recognizing good citizenship actions. Together create a Citizenship Tree that can be displayed throughout the unit. During the course of the unit put leaves on the tree that tell what students have done to show good citizenship. • Butterfly: Create and design a butterfly to represent your own uniqueness. • Writing Prompt: Discuss rules, rights and responsibilities that exist at home but aren’t usually written down. Students imagine that they had to create a Constitution for their family to be used at home. Discuss what rules they would use. Students write a story telling about these rules, responsibilities, or rights that they would include in their family’s constitution and explain why they chose those rules. • Research: Use online resources to identify key people in our local, state and Federal government. <p><u>Suggested Literacy Integration:</u></p> <ul style="list-style-type: none"> • <i>Duck for President</i> by Doreen Cronin • <i>Shh! We’re Writing the Constitution</i> by Tomie de Paola • <i>Emily at School</i> by Eve Bunting • <i>Being a Good Citizen</i> by Adrian Vigliano <i>Officer Buckle & Gloria</i> by Peggy Rothman • <i>Don’t Need Friends</i> by Carolyn Crimi <i>Button Soup</i> by Doris Oigel • <i>Chrysanthemum</i> by Kevin Henkes Oliver <i>Button is a Sissy</i> by Tomie de Paola • <i>I Live in a Town</i> by Stasia Ward • <i>Uptown</i> by Bryan Collier • <i>Too Many Tamales</i> by Gary Soto • <i>A Picture Book of George Washington</i> by David Adler

Social Studies - Quarter I
Big Idea: Civics, Government, & Human Rights
Topic: Government & Human Rights

Standards:	GOAL	
<ul style="list-style-type: none"> • 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.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.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government. • 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national 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. 	<p>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.</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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Goal 2: Understand that our government is important in establishing order, providing security, and managing conflicts. Many customs, symbols, and celebrations reflect our individualism, inventiveness, and freedom; which we define as patriotism.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • In what ways do Americans show their patriotism? • What are some symbols that represent the United States? • Why do we need laws in our community, state and country? • How are leaders chosen in our community, state and country? • In what ways does the government help citizens? 	<p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.toolsforeducators.com/ • www.brainpopjr.com • www.readinga-z.com • http://www-k6.thinkcentral.com/ • http://www.abcya.com/take_a_trip.htm • www.learn360.com • www.bensguide.gpo.gov • www.usconstitution.net • www.discoveryeducation.com <p>Additional Resources</p> <ul style="list-style-type: none"> • Scholastic News • Class Discussions • Leveled books • Assorted Read-Alouds • Graphic organizers

Social Studies – Quarter I
Big Idea: Civics, Government, & Human Rights
Topic: Government & Human Rights

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> • 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. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. 	<ul style="list-style-type: none"> • Our government helps us manage relationships that we have with people, places, and resources in the local community and beyond. • We have many types of leaders in our government and each government position works with specific issues and concerns. • The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States. • Voting gives us choices in society. • Patriotic symbols represent our country’s beliefs, rights and freedoms. • We have learned ways to resolve conflict. • We create rules to protect people’s rights. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students’ daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 – Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 – Student understands learning and can make some connections, but could use some support. ○ 2 – Student understands parts of learning and needs help making connections. ○ 1 – Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter I

Big Idea: Civics, Government, & Human Rights

Topic: Government & Human Rights

Standards (Continued)

Instructional Tools/Learning Activities/Resources/Assessments (Continued)

Learning Activities

- **Expository Writing:** Students write a short paragraph comparing the job of two government officials. Students will research to add to their information about these jobs.
- **Class Election:** As a class research components of Election Day. Read Aloud *Duck for President*, by Doreen Cronin then discuss. Conduct a class election.
- **Class Flag:** Use Our Class Flag A-Z Reader to create a class flag. Discuss the parts of the flag and tell why they are important.
- **Reading A-Z Project Pack:** Let's Change Together - Use the School Change Survey and Vote for the Slide! Reader on A-Z Readers: Students will complete activities to promote change in the school.

Suggested Literacy Integration:

- *Duck for President* by Doreen Cronin
- *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

Social Studies - Quarter II
Big Idea: Geography, People, and the Environment
Topic: Geography

Standards:	GOAL	
<ul style="list-style-type: none"> • 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.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.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.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. • 6.3.4.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>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible</p> <p>Goal 3: Recognize the various landforms and bodies of water that are located on the Earth. Describe the characteristics of rural, urban, and suburban communities. Use maps and globes as tool to located places around the world.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How do you describe the area that you live in? • How would you describe the characteristics of rural, urban and suburban communities around the world? • Why is it important for us to study the Earth and its landforms? • How does the earths characteristics affect how people live, work and play? • How does physical geography and human geography help to develop cultures, societies, and nations? • What type of land is more suited for settlement? • How can maps, globes, and a GPS tell us about the world we live in? • Why would you use a map or a globe? 	<p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.toolsforeducators.com/ • www.brainpopjr.com • www.readinga-z.com • http://www-k6.thinkcentral.com/ • http://www.abcya.com/take_a_trip.htm • www.learn360.com • www.bensguide.gpo.gov • www.usconstitution.net • www.discovereducation.com <p>Additional Resources</p> <ul style="list-style-type: none"> • Scholastic News • Class Discussions • Leveled books • Assorted Read-Alouds • Graphic organizers • TIME for Kids

Social Studies - Quarter II
Big Idea: Geography, People, and the Environment
Topic: Geography

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 6 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. • W. 1.1 - Write opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 	<ul style="list-style-type: none"> • There are many different landforms located around the country. • The United States is mainly covered in Plains. • We study the Earth to learn about the physical features of an area and then place that area into a region. • We define rural, urban and suburban communities by geographic characteristics. • The world is divided into many different regions. The regions have different characteristics and climates. This affects how we live and play. • Depending on the geographic location, communities will achieve their goals in many different ways. • Globes and Maps show the Earth in different ways and each are made to provide different information 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students' daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 - Student understands learning and can make some connections, but could use some support. ○ 2 - Student understands parts of learning and needs help making connections. ○ 1 - Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter II
Big Idea: Geography, People, and the Environment
Topic: Geography

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Scavenger Hunt: Create a scavenger hunt using a map of the school, classroom, or playground. • Model Community: Brainstorm with the class to create a list of buildings and places that are found in communities. Students imagine that they are builders. They need to create a community using specific buildings or parts of the towns; such as a library, police station, school, grocery store, park, etc. Each student can be given model magic or clay to create the landforms that will be in and around their neighborhood; for example; hills, lakes, rivers and mountains. • Group Work: Assign students to various regions found in New Jersey. Students work in groups to explore elements of geography in different regions-how does this affect how people live and work in New Jersey and the United States. Have students present the information to the class. • Map Work: Using various maps identify major cities in New Jersey, United States and world regions. • Create-A-Book: Research various states in the US. Students choose any state in the US that they would like to visit. Students research that state. Students then create a page for a class book by drawing a picture of themselves and a friend visiting that state. Students write about what they see and do, describing the various landforms and water forms. • Pen Pals: Become on-line Pen pals with students from different region (compare/contrast regions and similarities/differences) <p><u>Suggested Literacy Integration:</u></p> <ul style="list-style-type: none"> • <i>Hottest, coldest, Highest, Deepest</i> by Steve Jenkins • <i>Maps and Symbols</i> by Angela Royston • <i>Are We There Yet Daddy?</i> By Virginia Walters • <i>The City Mouse and The Country Mouse</i> by Jan Brett Arthur's World • <i>An Island Scrapbook</i> by Virginia Wright-Fierson <i>Neighborhoods</i> by Marc Brown <i>Me on the Map</i> by Joan Sweeney • <i>Mapping Penny's World</i> by Loreen Leedy • <i>This is the Way We Go To School</i> by Edith Baer <i>This is the Way We Eat Our Lunch</i> by Edith Baer • <i>This Land Is Your Land</i> by Woody Guthrie • <i>The News Hounds in the Great Balloon Race: A Geography Adventure</i> by Amy Axelrod • <i>Mapping Penny's World</i> by Loreen Leedy

Social Studies - Quarter II
Big Idea: Geography, People, and the Environment
Topic: Culture

Standards:	GOAL		
<ul style="list-style-type: none"> • 6.1.4.A.13 Describe the process by which immigrants become United States citizens. • 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.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.P.D.2 Demonstrate an understanding of family roles and traditions. • 6.1.P.D.4 Learn about and respect other cultures within the classroom and community. • 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. • 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes. • 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. • 6.1.4.D.14 Trace how the American identity evolved over time. • 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 	<p>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible</p> <p>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.</p> <p>Goal 4: Understand the culture of the United States has changed over time. Holidays and celebrations are common around the world, our holidays and historic symbols are diverse and they are connected to our past.</p>		
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments	
	<ul style="list-style-type: none"> • Does your family and classroom have a unique culture? • How does your culture influence the choices that you make? • What are the similarities and differences in the cultures around the world? • Why is it important to understand cultural differences and how could this help us to resolve conflicts? • What are the benefits for people to immigrate to the United States of America? • How have immigrants helped to shape the United States? 	<p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.toolsforeducators.com/ • www.brainpopjr.com • www.readinga-z.com • http://www-k6.thinkcentral.com/ • http://www.abcya.com/take_a_trip.htm • www.learn360.com • www.bensguide.gpo.gov • www.usconstitution.net • www.discoveryeducation.com <p>Additional Resources</p> <ul style="list-style-type: none"> • Scholastic News • Class Discussions • Leveled books • Assorted Read-Alouds • Graphic organizers • TIME for Kids 	

Social Studies - Quarter II
Big Idea: Geography, People, and the Environment
Topic: Culture

Standards (Continued)	Essential Questions/Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 6 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. • W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	<p>Essential Questions (Continued)</p> <ul style="list-style-type: none"> • Compared to the past do you think that life today is simpler or more complicated? • Why would you use a map or a globe? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Individuals, families, and classrooms have many different cultures. • Our culture is based on specific traditions and values, it can influence our thoughts and behaviors. • Many traditions and values have been influenced by different cultural groups in the United States. • People sometimes view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. • When we look at the past and learn from the mistakes we can begin to make a better future. • Immigrants come to New Jersey and the United States for many different reasons and they have a major influence on the United States. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students' daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 - Student understands learning and can make some connections, but could use some support. ○ 2 - Student understands parts of learning and needs help making connections. ○ 1 - Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies – Quarter II
Big Idea: Geography, People, and the Environment
Topic: Culture

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Family Timeline: Students will create a timeline of their own lives, birth to present. Students should answer the following questions: What were some changes that took place in your life? Did these changes affect you in any way? • Celebrate Cultures: Discuss the various cultures with in the classroom. Which holidays are celebrated? Does the culture have a special name for family members? For example: grandparents (Nana, Bobci, etc,)What types of food does the culture eat? What type of traditions does the culture have? When the discussion is complete, have a party. Invite students to bring in something special that represents their culture. Display items around the room. • School then and Now: Students will imagine that they are a teacher that has been given the job to teach a second grade. When the teacher enters the room she/he discovers that half of the students are from the present and the other half of the room has everything from the past. Tell students, “Draw a picture of this strange day in your classroom. Students will fold a piece of construction paper in half and labeling one side Past and the other side Present. Students should illustrate and label the pictures. Pictures should include: what the students are wearing, what class resources and supplies they are using and what they are doing. Students should then explain what the differences are between the past and present. <p><u>Suggested Literacy Integration:</u></p> <ul style="list-style-type: none"> • <i>Dim Sum for Everyone</i> by Grace Lin <i>Chinatown</i> by William Low Thanksgiving <i>With Me</i> by Margaret Willey • <i>Chidi Only Likes Blue: An African Book of Colors</i> by Ifeoma Onyefulu • <i>When Jesse Came Across the Sea</i> by Amy Hest • <i>Different Just Like Me</i> by Lori Mitchell <i>Life In America’s First Cities</i> by Sally Senzell <i>Isaacs Prairie Willow</i> by Maxine Trottier <i>Laura Ingalls Wilder</i> by <i>Alexander Wallner</i> <i>When Jessie Came Across the Sea</i> by Amy Hest

Social Studies - Quarter II
Big Idea: Geography, People, and the Environment
Topic: Native Americans

Standards: <ul style="list-style-type: none"> • 6.1.4.B.5 Describe how human interaction impacts the environment. • 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.B.8 Compare ways people choose to use and divide natural resources. • 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.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.9 Compare and contrast how access to and use of resources affects people across the world differently. • 6.1.4.C.5 Explain the role of specialization in the production and exchange of good and services. • 6.1.4.D.14 Trace how the American identity evolved over time. 	GOAL	
	<p>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible</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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Goal 5: Recognize the Native American Culture as part of our country's history and understand how the Native American made contributions to American that influenced our lives.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
<ul style="list-style-type: none"> • What influence did the early settlers have on our nation is today? • How were the lives of the Native Americans affected when the Europeans arrived? • How did the early settlers influence our Nation? • In which ways are our daily lives the same or different from those of the Native Americans? • How did their geographic region influence the basic needs of Native Americans? 	<p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.toolsforeducators.com/ • www.brainpopjr.com • www.readinga-z.com • http://www-k6.thinkcentral.com/ • http://www.abcya.com/take_a_trip.htm • www.learn360.com • www.bensguide.gpo.gov • www.usconstitution.net • www.discoveryeducation.com <p>Additional Resources</p> <ul style="list-style-type: none"> • Scholastic News • Class Discussions • Leveled books • Assorted Read-Alouds • Graphic organizers • TIME for Kids 	

Social Studies – Quarter II
Big Idea: Geography, People, and the Environment
Topic: Native Americans

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 6 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. 	<ul style="list-style-type: none"> • When the Europeans came to our land they changed the lives of the Native Americans. • There are various reasons that immigrants came to the United States and New Jersey. • Immigrants have a major impact on New Jersey and the United States • Native Americans lifestyles differ and were based on the availability of natural resources. • Native Americans; such as Squanto, Sacajawea, Sitting Bull and Lenmi-Lenape American Indians of New Jersey were part of our country’s history and survival. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students’ daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 – Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 – Student understands learning and can make some connections, but could use some support. ○ 2 – Student understands parts of learning and needs help making connections. ○ 1 – Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter II
Big Idea: Geography, People, and the Environment
Topic: Native Americans

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Role Play/Drawing: Students will imagine that they are a Native American chief and the tribe has used up all the resources available in the region that they live in. The student must convince the tribe to move to another region. Students will draw a picture that describes what region they will be moving to and what resources will be available there. The students will act out the scene. • Retrace the Steps: Students will draw a map retracing the steps of the Native Americans. • Writing Activity: Students will select one Native American contribution and write about how it is still important to people today. • Research: Students will research various Native American Tribes. They may choose to present the information using a model, role-play, report, etc. Students will present their tribe to the class. • Chart: Create a chart to identify the resources tribes use in various regions to survive (food, shelter, clothing, transportation). <p><u>Suggested Literacy Integration:</u></p> <ul style="list-style-type: none"> • <i>Giving Thanks: A Native American Good morning Message</i> by Chief Jake Swamp • <i>Many Nations: An Alphabet of Native America</i> by Joseph Bruchac • <i>A Picture Book Of Sacagawea</i> by David Adler <i>Where the Buffaloes Begin</i> by Olaf Baker <i>Buffalo Women</i> by Paul Goble <i>The Desert Is Theirs</i> by Byrd Baylor • <i>Legend of the Indian Paintbrush</i> by Tomie de Paola • <i>Legend of the Blue Bonnet</i> by Tomie de Paola • <i>Rough-Face Girl</i> by Rafe Martin • <i>Cinderella Morning Sun and the Lost Girl</i> by Neil Morris • <i>Taku and the Fishing Canoe</i> by Neil Morris • <i>The Goat in the Rug</i> by Charles Blood <i>Grandmother Spider Brings the Sun: A Cherokee Story</i> by Geri Keams

Social Studies - Quarter II
Big Idea: Geography, People, and the Environment
Topic: The Environment

Standards: <ul style="list-style-type: none"> • 6.1.4.B.5 Describe how human interaction impacts the environment. • 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.B.8 Compare ways people choose to use and divide natural resources. • 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.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.5 Explain the role of specialization in the production and exchange of good and services. • 6.1.4.C.9 Compare and contrast how access to the use of resources affects people across the world differently. 	GOAL	
	<p>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible</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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Goal 6: Understand how people depend on the environment and its natural resources to meet basic needs, earn money, and aide in their daily activities.</p>	
	Essential Questions <ul style="list-style-type: none"> • What influence did the early settlers have on our nation is today? • How were the lives of the Native Americans affected when the Europeans arrived? • How did the early settlers influence our Nation? • In which ways are our daily lives the same or different from those of the Native Americans? • How did their geographic region influence the basic needs of Native Americans? 	Instructional Tools/Learning Activities/Resources/Assessments <p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.toolsforeducators.com/ • www.brainpopjr.com • www.readinga-z.com • http://www-k6.thinkcentral.com/ • http://www.abcya.com/take_a_trip.htm • www.learn360.com • www.bensguide.gpo.gov • www.usconstitution.net • www.discoveryeducation.com <p>Additional Resources</p> <ul style="list-style-type: none"> • Scholastic News • Class Discussions • Leveled books • Assorted Read-Alouds • Graphic organizers • TIME for Kids

Social Studies - Quarter II
Big Idea: Geography, People, and the Environment
Topic: The Environment

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 6 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. 	<ul style="list-style-type: none"> • We use natural resources and we need to protect them. • Natural resources such as; land, water, weather affect how we live. • New products can be created by using natural resources. For example; coal turns to fuel and corn turns to oil. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students' daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 - Student understands learning and can make some connections, but could use some support. ○ 2 - Student understands parts of learning and needs help making connections. ○ 1 - Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter II
Big Idea: Geography, People, and the Environment
Topic: The Environment

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • TV Show: Students will create a script for an imaginary television show about natural resources found in their area. Students will work in teams on the following tasks: Look through magazines or draw at least 3 pictures of their natural resources being used in our world. Explain how students depend on these resources in daily life. Create a TV show explain why these resources are important and how students can protect the resource. • Poetry: Read the poem “Rain” written by Robert Louis Stevenson or a poem about the climate. Discuss how the climate affects the way that we live. Discuss New Jersey's climate. Students will write a poem about New Jersey's climate. • Letter Writing: Students will write a letter to the governor of New Jersey explaining how citizens could better care for our environment. • Collage: Students will create a collage using pictures of the Earth's natural resources. They will write an essay about why these resources are important in our daily lives <p><u>Suggested Literacy Integration:</u></p> <ul style="list-style-type: none"> • <i>Making the World</i> by Douglas Wood • <i>On the Same Day in March: A Tour of the World's Weather</i> by Marilyn Singer • <i>Mr. Garabage</i> by William H. Hooks • <i>Our Big Home</i> by Linda Glaser • <i>Someday a Tree</i> by Eve Bunting

Social Studies - Quarter III
Big Idea: Economics, Innovation, and Technology
Topic: Economics

Standards: <ul style="list-style-type: none"> • 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.5 Explain the role of specialization in the production and exchange of good and services. • 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently. 	GOAL	
	<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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Goal 7: Understand why people depend on each other through doing work and how work earns employees money and contributes to society.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
<ul style="list-style-type: none"> • How are needs and wants different? • What would the world be like if people stopped providing services for us? • How does the economy aide in the expansion of countries? • How are consumers different from producers? • How do banks make money? • What is interest and how does it work? 	<p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.toolsforeducators.com/ • www.brainpopjr.com • www.readinga-z.com • http://www-k6.thinkcentral.com/ • http://www.abcya.com/take_a_trip.htm • www.learn360.com • www.bensguide.gpo.gov • www.usconstitution.net • www.discoveryeducation.com <p>Additional Resources</p> <ul style="list-style-type: none"> • Scholastic News • Class Discussions • Leveled books • Assorted Read-Alouds • Graphic organizers • TIME for Kids 	

Social Studies - Quarter III
Big Idea: Economics, Innovation, and Technology
Topic: Economics

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 6 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. • W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 	<ul style="list-style-type: none"> • Distinguish between a good and service. • Understand the different forms of purchasing power. • Decisions that people make are based on needs, wants, and resources. • Around the world we depend on each other for trade. • We all share the same basic needs: shelter, air, food and clothing. • Money is required for purchasing goods and services. • Having an income is needed for purchasing goods. • In the United States people can make choices about spending and making money. • We use a bartering system in the United States. • Money is important to our everyday life and it is important to save using a savings account. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students' daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 - Student understands learning and can make some connections, but could use some support. ○ 2 - Student understands parts of learning and needs help making connections. ○ 1 - Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter III
Big Idea: Economics, Innovation, and Technology
Topic: Economics

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Become a Business Owner: Students will imagine that they are an owner of a small business. Students will work in groups to choose a business, create a pamphlet or poster, and create a commercial. They will answer the following questions: How will the business meet the needs of the town. Who will the business benefit? How will they decide how much money the service and goods will cost? • List It: Make a list of the different stores in your neighborhood and explain what type of products they sell. • Alien Project: Student will pretend that they are an alien from another planet. Students will choose a product that changes, similar to the products found in the book, “Field to Store”. They will research the product, for example: peanuts to trees, wheat to cereal, trees to houses, cotton to shirt. They will draw a flow chart that shows the development of the product from beginning to end. Students will explain: Why they choose the product? Is it possible to create other things from the product? Will this product create jobs for people? If the product does not grow on your alien planet how will they get the product? • Money List: Create a list of ways that students could earn money. • Barter System Project: Visit the http://www.tdbank.com/wowzone/lessons/Gr2-3Lesson1.pdf <p><u>Suggested Literacy Integration:</u></p> <ul style="list-style-type: none"> • <i>Milk: From Cow to Carton</i> by Ann Rockwell • <i>Career Day</i> by Anne Rockwell • <i>Crackers</i> by Becky Bloom • <i>From Metal to Music</i> by Wendy Davis • <i>Lemonade For Sale</i> by Stuart J. Murphy • <i>Your Job is Easy</i> by Carl Sommer • <i>Market!</i> by Ted Lewin • <i>The Story of Money</i> by Betsy and Giulio Maestro • <i>We Need Farmers</i> by Lola Schaefer

Social Studies - Quarter III

Big Idea: Economics, Innovation, and Technology

Topic: Innovation & Technology

Standards:	GOAL	
<ul style="list-style-type: none"> • 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.5 Explain the role of specialization in the production and exchange of good and services. • 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently. 	<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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Goal 8: Understand how scientific and technological developments have changed the way people live.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How has scientific developments over the course of history changed the way people live? • How has technological developments over the course of history changed the way people live? • How has transportation changed due to technology? 	<p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.toolsforeducators.com/ • www.brainpopjr.com • www.readinga-z.com • http://www-k6.thinkcentral.com/ • http://www.abcya.com/take_a_trip.htm • www.learn360.com • www.bensguide.gpo.gov • www.usconstitution.net • www.discoverededucation.com <p>Additional Resources</p> <ul style="list-style-type: none"> • Scholastic News • Class Discussions • Leveled books • Assorted Read-Alouds • Graphic organizers • TIME for Kids

Social Studies - Quarter III
Big Idea: Economics, Innovation, and Technology
Topic: Innovation & Technology

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 6 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. 	<ul style="list-style-type: none"> • The United States has changed from an agricultural community to an industrial one because of the role that Science and Technology has played. • Transportation has changed due to technology. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students' daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 - Student understands learning and can make some connections, but could use some support. ○ 2 - Student understands parts of learning and needs help making connections. ○ 1 - Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter III

Big Idea: Economics, Innovation, and Technology

Topic: Innovation & Technology

Standards (Continued)

Instructional Tools/Learning Activities/Resources/Assessments (Continued)

Learning Activities

- **Covered Wagon:** Students will create a model of a covered wagon. Inside they will create a list of items that they would take with them in the covered wagon.
- **Research:** Students research types of transportation as well as other forms of travel such as cars, planes, trains, bicycles, boats, and horseback. Students should look for information about the advantages and disadvantages of each type of travel.
- **Word Web:** Write the word transportation and its definition (“a way of moving goods or people from place to place.”) Then have students create a word web showing different methods of transportation. Create a word web showing different methods of transportation.

Suggested Literacy Integration:

- *A Picture Book of Thomas Alva Edison* by Adler
- *Thomas Edison* by MacLeod Kids
- *A New Coat for Anna* by Ziefert
- *A Wizard from the Start: The Incredible Boyhood and Amazing Inventions of Thomas Edison* by Brown
- *The Story of Money* by Betsy and Giulio Maestro
- *We Need Farmers* by Lola Schaefer

Social Studies – Quarter IV
Big Idea: History, Culture, Perspectives
Topic: History

Standards:	GOAL		
<ul style="list-style-type: none"> • 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.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.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.11 Determine how local and state communities have changed over time, and explain the reasons for changes. • 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 the 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. 	<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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Goal 9: Recognize shared values, principles and beliefs that holidays and historic symbols represent the United States.</p>		
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments	
	<ul style="list-style-type: none"> • How do symbols and holidays help represent the United States? • What are the characteristics of early American settlers? 	<p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.toolsforeducators.com/ • www.brainpopjr.com • www.readinga-z.com • http://www.eduplace.com/ss/index.jsp • http://www-k6.thinkcentral.com/ • http://www.abcva.com/take_a_trip.htm • www.learn360.com • www.bensguide.gpo.gov • www.earthsaversclubforkids.com • www.kiddyhouse.com/Holidays/MLK/MLK.html • http://holidays.kaboose.com/martin-luter-king-jr-day.html <p>Additional Resources</p> <ul style="list-style-type: none"> • Scholastic News • Class Discussions • Leveled books • Assorted Read-Alouds • Graphic organizers • TIME for Kids 	

Social Studies - Quarter IV
Big Idea: History, Culture, Perspectives
Topic: History

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> • 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. • 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 individual's beliefs, values, and traditions may reflect more than one culture. • 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 6 • CRP 7 • CRP 8 • CRP 11 • CRP 12 	<ul style="list-style-type: none"> • Our holidays and historic symbols help identify our country. • The culture of the United States has developed over a period of time. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students' daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 - Student understands learning and can make some connections, but could use some support. ○ 2 - Student understands parts of learning and needs help making connections. ○ 1 - Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter IV
Big Idea: History, Culture, Perspectives
Topic: History

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Report: With a partner or in groups students will research and present an American Holiday of their choice. • Compare and Contrast: Students will choose an American Holiday and a holiday from another country. Students will compare and contrast the American Holidays to that of other countries around the world. <p><u>Suggested Literacy Integration:</u></p> <ul style="list-style-type: none"> • <i>Coming to America, Maestro</i> by Scholastic • <i>The Lincoln Memorial</i> by Nelson • <i>The Bald Eagle</i> by Jango-Cohen • <i>Red, White, Blue and Uncle Who? The Story Behind Some of America's Patriotic Symbols</i> by Bateman • <i>My Name is Yoon</i> by Farrar • <i>The Story of the Statue of Liberty</i> by Maestro • <i>The Washington Monument</i> by Nelson

Social Studies – Quarter IV
Big Idea: History, Culture, Perspectives
Topic: Culture & Perspectives

Standards:

- **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.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.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.11** Determine how local and state communities have changed over time, and explain the reasons for changes.
- **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 the 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.

GOAL

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Goal 10: The culture of the United States has developed over period of time. Various cultures and perspectives help identify our country to the rest of the world.

Essential Questions

- What is culture and how are cultures around the world similar or different?
- How do beliefs and values reflect culture and society?
- Why is it important to understand cultural differences? What culture am I?
- What influences my culture and how does my culture influence me and my family?
- Why is another person’s perspective important?
- How do you know if an action is fair/unfair?
- How can I make a positive difference in the lives of others?
- What should I do if someone is treating me unfairly?

Instructional Tools/Learning Activities/Resources/Assessments

Internet Resources

- <http://www.toolsforeducators.com/>
- www.brainpopjr.com
- www.readinga-z.com
- <http://www.eduplace.com/ss/index.jsp>
- <http://www-k6.thinkcentral.com/>
- http://www.abcva.com/take_a_trip.htm
- www.learn360.com
- www.bensguide.gpo.gov
- www.earthsaversclubforkids.com
- www.kiddyhouse.com/Holidays/MLK/MLK.html
- <http://holidays.kaboose.com/martin-luter-king-jr-day.html>

Additional Resources

- Scholastic News
- Class Discussions
- Leveled books
- Assorted Read-Alouds
- Graphic organizers
- TIME for Kids

Social Studies – Quarter IV
Big Idea: History, Culture, Perspectives
Topic: Culture & Perspectives

Standards (Continued)	Essential Questions/Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> • 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. • 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 individual’s beliefs, values, and traditions may reflect more than one culture. • 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 6 • CRP 7 • CRP 8 • CRP 11 • CRP 12 	<p>Essential Questions (Continued)</p> <ul style="list-style-type: none"> • Why is justice for all important? • What contributions did famous Americans make to our country? • How do our choices influence the future? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • We have a need for fairness and should take action against unfairness. • We learn about our past to help us to understand our present. • We need understand other people’s culture in order to help us resolve conflict. • There are many different cultures within the classroom, community, and families. • We need to respect diversity and cultural backgrounds. • There are obstacles in understanding other cultures such as; prejudice and discrimination. • Many people have worked and made sacrifices that have influenced events. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students’ daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 – Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 – Student understands learning and can make some connections, but could use some support. ○ 2 – Student understands parts of learning and needs help making connections. ○ 1 – Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies – Quarter IV
Big Idea: History, Culture, Perspectives
Topic: Culture & Perspectives

Standards (Continued)

Instructional Tools/Learning Activities/Resources/Assessments (Continued)

Learning Activities

- **Famous African American Biography Poster:** Students will work with their families to choose a Famous African American to research. Students will create a poster about the person that they have chosen. The poster will contain a biography, pictures, and important contributions. The students will present the poster in a school wide assembly.
- **Museum Timeline:** Students will be asked to imagine that they are working in a museum of people of the past. Students will create a timeline, about that person’s life. The timeline should include dates, ages, words, and pictures. Students should work in groups or individually.
- **Multicultural Melting Pot:** Discuss US as a melting pot, and how it describes that America is made up of people from different countries/cultures, etc. The teacher will create a big pot and label it “The Melting Pot” Students will receive 2 index cards and they will write down ideas about different cultures, ways that people can get along,

Suggested Literacy Integration:

- *Coming to America* by Maestro
- *Under the Quilt of Night* by Hopkinson
- *A River Ran Wild* by Lynne Cherry
- *We Live Her Too! Kids Talk About Good Citizenship* by Loewen, Nancy, Wesley and Omarr
- *Fair Play* by Sue Barraclough
- *Respecting Cultural Differences* by Susan Watson
- *Because of Mr. Terupt* by Rob Buyea

Social Studies - Grade 2

COURSE BENCHMARKS

1. A community grows when its citizens participate, demonstrate good citizenship, and follow by the Constitution. Our government is organized by The US constitution.
2. Understand that our government is important in establishing order, providing security, and managing conflicts. Many customs, symbols, and celebrations reflect our individualism, inventiveness, and freedom; which we define as patriotism.
3. Recognize the various landforms and bodies of water that are located on the Earth. Describe the characteristics of rural, urban, and suburban communities. Use maps and globes as tool to located places around the world.
4. Understand the culture of the United States has changed over time. Holidays and celebrations are common around the world, our holidays and historic symbols are diverse and they are connected to our past.
5. Recognize the Native American Culture as part of our country's history and understand how the Native American made contributions to American that influenced our lives.
6. Understand how people depend on the environment and its natural resources to meet basic needs, earn money, and aide in their daily activities.
7. Understand why people depend on each other through doing work and how work earns employees money and contributes to society.
8. Understand how scientific and technological developments have changed the way people live.
9. Recognize shared values, principles and beliefs that holidays and historic symbols represent the United States.
10. The culture of the United States has developed over period of time. Various cultures and perspectives help identify our country to the rest of the world.