

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Social Studies	Grade Level(s): 1
BOE Adoption Date: October 2018	Revision Date(s):

ABSTRACT

Students in grade two continue the examination of citizenship begun in the previous grades with a study of both local and state government. Students are introduced to the colonization of New Jersey and track the role that New Jersey played in the events leading to the American Revolution. The responsibilities of individuals to engage in active citizenship are addressed in a project-based learning experience while human rights and the interdependence of citizens in a global economy and society are discussed. Benchmark assessments are employed to track individual student progress.

TABLE OF CONTENTS

Mission Statement	Page 3
Curriculum and Instruction Goals	Page 3
Philosophy of Shared Curriculum Service	Page 3
How to Read this Document	Page 4
Terms to Know	Page 4
Pacing Guide	Page 6
Curriculum Units	Page 10

Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in [G.R.E.A.T. Instruction](#), the following curriculum and instruction goals direct the conversation.

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of Shared Curriculum Service

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades Pre-K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJSLS). It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move to the middle and high school levels. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work,

projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:**Course Title:**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1 Civics, Government and Human Rights	10 weeks	6.1.4.A.1 6.1.4.A.2 6.1.4.A.3 6.1.4.A.9 6.1.4.A.10 6.1.4.A.11 6.1.4.A.12 6.1.4.A.13 6.1.4.A.14 6.1.4.A.15 6.3.4.A.1	<ul style="list-style-type: none">• Students will understand the importance of laws/rules in schools and communities as well as their consequences. (2 weeks)• Students will understand the roles in their local, state and national governments and how they interact. (4 weeks)• Students will be able to explain how to create change at the local, state or national level. (4 weeks)	<ul style="list-style-type: none">• Students will be able to investigate laws from the community and/or school and analyze the purpose behind those rules and laws.• Students will be able to identify the characteristics of a good citizen.• Students will be able to explain the importance behind being a good citizen.• Students will recognize and explain that the Constitution guarantees certain rights.• Students will be able to identify the roles of our local, state, national governments.• Students will be able to explain how our local, state and national governments interact.• Students will be able to compare different types of governments.• Students will be able to describe how citizens can take action against unfairness.• Students will be able to identify a local issue in the community and develop a

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				plan of action to enhance our community.
Unit 2 History, Culture and Perspectives	10 weeks	6.1.4.D.1 6.1.4.D.2 6.1.4.D.3 6.1.4.D.10 6.1.4.D.18 6.1.4.D.19 6.1.4.D.20 6.1.4.D.11 6.1.4.D.12 6.1.4.D.13 6.1.4.D.14 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17 6.3.D.1	<ul style="list-style-type: none"> Students will understand the similarities and differences in holidays celebrated in America and other counties. (2 weeks) Students will understand the impact of European colonization on the Lennie Lenape of New Jersey. (2 weeks) Students will understand how stereotyping and prejudice can lead to conflict by analyzing examples from the past and present. (3 weeks) Students will understand the qualities and historical contributions of civic leadership that helped shape the United States government. (3 weeks) 	<ul style="list-style-type: none"> Students will be able to analyze and describe how traditions, beliefs, values and ideas are expressed and influenced. Students will be able to describe their family history through two generations. Students will be able to analyze how and why communities have changed over time. Students will understand why cultures struggle to main traditions. Students will be able to identify features of the native American culture (Lennie Lenape Tribe). Students will be able to analyze and describe the Native American contributions to our state and society. Students will be able to identify times when people were treated unfairly and ways to change these unfair behaviors. Students will be able to analyze the contributions of major figures in American Black History. Students will be able to analyze the contributions of major

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				American presidents and inventors.
Unit 3 Geography, People and the Environment	6 weeks	6.1.4.B.1 6.1.4.B.2 6.1.4.B.3 6.1.4.B.4 6.1.4.B.5 6.1.4.B.6 6.1.4.B.7 6.1.4.B.8 6.1.4.B.9 6.1.4.B.10	<ul style="list-style-type: none"> Students will understand how to read maps and globes and explain how these resources are useful. (2 weeks) Students will be able to identify and describe the role of natural resources in everyday life. (2 weeks) Students will understand how advancements in science and technology impact individuals and societies. (2 weeks) 	<ul style="list-style-type: none"> Students will be able to find and follow directions on a map and globe. Students will be able to determine locations and characteristics of landforms, including continents, and bodies of water. Students will be able to use maps and globes to find the poles, the cardinal directions, the equator and hemispheres. Use symbols, colors, and labels to create a map. Students will compare various natural resources and where they come from in the world. Students will be able to explain how the products they eat, wear and use impact their health and safety, and the environments. Students will be able to identify ways that people could get involved to help with the environment. Students will investigate and explain how technology from the past and is different from today.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 4 Economics, Innovation and Technology	6 weeks	6.1.4.C.1 6.1.4.C.2 6.1.4.C.3 6.1.4.C.4 6.1.4.C.5 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8 6.1.4.C.9 6.3.4.C.1	<ul style="list-style-type: none"> • Students will understand the differences between goods and services and identify those who provide them. (1 week) • Students will understand the difference between producing and consuming. (1 week) • Students will understand how work and employment impact our community. (1 weeks) • Students will understand the role of money, savings, debt in individuals' lives. (2 weeks) • Students will understand that inventions and technology have made an impact on our world today. (1 week) 	<ul style="list-style-type: none"> • Students will be able to identify various occupations. • Students will be able to analyze and explain how work/employment impact our community. • Students will be able to distinguish the difference between goods and services. • Students will be able to illustrate how production and consumption of goods and services and interrelated and affected. • Students will be able to define "savings" and "debt" and how they impact our community and ourselves. • Students will be able to identify and explain the effects technology has had on our past and present.

Unit: 1 Civics, Government and Human Rights	Recommended Duration: 10 weeks
Unit Description: In this unit, students will continue to build on their knowledge from first grade. The focus of instruction is on deepening students understanding of what it means to be a good citizen through investigating laws in different aspects of their community and world and analyzing their purpose. Additionally, students will deepen their understanding of their local, state and national governments. They will learn how these governments interact as well as how individuals can promote change within the governments.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What characterizes a good citizen? • Why are rules important to our community? • How do individual, group cultural differences contribute to a society? 	<ul style="list-style-type: none"> • A good citizen is one who respects others and their differences, and cards about the good of the community. • Rules are necessary to ensure the safety and good of the community. • Families have unique characteristics. • Schools communities and neighborhoods have unique characteristics. • Members of groups have roles and responsibilities. • Similarities and differences in individuals and groups should be celebrated.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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.</p> <p>6.1.4.A.2: Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.3: Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at</p>	<ul style="list-style-type: none"> • Students will understand the importance of laws/rules in schools and communities as well as their consequences. (2 weeks) • Students will understand the roles in their local, state and national governments and how they interact. (4 weeks) • Students will be able to explain how to create change at the local, state or national level. (4 weeks) 	<ul style="list-style-type: none"> • Students will be able to investigate laws from the community and/or school and analyze the purpose behind those rules and laws. • Students will be able to identify the characteristics of a good citizen. • Students will be able to explain the importance behind being a good citizen. • Students will recognize and explain that the Constitution guarantees certain rights. • Students will be able to identify the roles of our local, state, national governments. • Students will be able to explain how our local, state and national governments interact. • Students will be able to compare different

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>the local and national levels of United States government.</p> <p>6.1.4.A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.4.A.10: Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.A.12: Explain the process of creating change at the local, state, or national level.</p> <p>6.1.4.A.13: Describe the process by which immigrants become United States citizens.</p> <p>6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>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.</p> <p>6.3.4.A.1: Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p>		<p>types of governments.</p> <ul style="list-style-type: none"> • Students will be able to describe how citizens can take action against unfairness. • Students will be able to identify a local issue in the community and develop a plan of action to enhance our community.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Quick Write/Draw • Antidotal notes • Graffiti walls • Carousel walks, • Exit cards • 3-minute writing/drawing • Think-Pair-Share • Teacher Observation • Graphic Organizers • Rubrics • Student Discussions • Journal Entries • Checklist of skill attainment • Turn and Talk • Choral Response • Four Corners 	<ul style="list-style-type: none"> • Character Trait Journal • Visual Dictionary of vocabulary learned in unit • Create a School/Classroom Constitution • Writing Prompt: Rules, rights and responsibilities exist at home but aren't usually written down. If you were to create a Constitution for your family at home, what rules would you include? Write a story telling about these rules, responsibilities or rights that you would include in your family's constitution and explain why you chose them. • Poem Prompt: Rules by Karla Kuskin 		<ul style="list-style-type: none"> • TDQ Responses with rubric

Instructional Strategies: *(List and describe.)*

Philosophical Chairs: This is a technique to allow students to critically think, verbally ponder and logically write their beliefs. Students read a newspaper article, short story, or essay, taking notes and they read. After reading, students are presented with a second or third level question that will elicit thought and discussion. The chairs are then placed in a horseshoe seating arrangement, with the two ends longer in the back. Students are told they will argue the merits of the question and their choice of seat during the discussion will illustrate their position. If they believe the answer to the question is "yes," then they should sit on the right, if they believe the answer to the question is "no", they should sit on the left, and, if they are "undecided," they should sit at the back of the horseshoe. They will have the opportunity to move as their minds change. Choose a student moderator whose job it is to see that everyone gets a chance to speak. To gain full credit, a student must speak at least two times. <https://www.ocde.us/AVID/Documents/Philosophical-Chairs.pdf>

Instructional Strategies: *(List and describe.)*

Jigsaw: Divide students into small groups and give each group a particular subject or reading to become experts on (generally groups of 5 work well.) Each original group should understand that they are to work together to learn the material provided to them to the best of their ability, since in the second phase of the jigsaw they will be regrouped with students from alternate groups who learned about different topics. They will then each be responsible for teaching about their original assigned topic to the students in their second group.

In the second phase, students will form new groups containing one student from each of the original five groups. Thus, a new mixed group is formed where each student will teach their new group about the subject they learned about in their original group. **Cooperative Learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Flexible Grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Development of Social Studies Portfolio: Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.

Journals and learning logs: Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics or experiences. Journals allow students to explore ideas and clarify their own thinking.

Role-Playing: Role-playing provides students with opportunities to explore and practice new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by “walking in another’s shoes.”

Literature Response: Literature responses, including journals, allow students to examine ways they connect with the story and the characters, explore their ideas and beliefs, develop problem-solving skills, and incorporate hopeful strategies to draw upon in the future.

Issue-based Inquiry: The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

Learning Centers: A learning center is typically a designated area within the classroom that provides students with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning.

Project Based Learning: Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question.

Literature Circles: In literature circles, small groups of students discuss a piece of writing in depth, with the discussion being guided by students' responses to what they have read. Literature circles can be used to discuss 4 books, poems, news articles, short stories, etc. that are relative to social studies. Through this structured process, students are able to effectively engage in critical thinking and reflection as they read, discuss, and respond to written material together. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response. The structure of the process and roles utilized in Literature Circles can vary. Go to www.litcircles.org as a starting point for more information.

Three Minute Review: Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

Instructional Strategies: <i>(List and describe.)</i>			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model and demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model and demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model and demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations • Invite students to explore different points of view on a topic of study and compare the two. • Help students to learn to set their own learning goals, then provide them with the opportunity to work towards these goals. • Allow students opportunity to produce a product based on preferred learning style. • Provide opportunities for open-ended, self-directed activities. • Provide materials for self-checking materials • Establish a timeline for long-range projects • Use a Learning Log for independent learning

Unit Vocabulary:
Essential: Citizen, Respect, Share, Rules, President, Vote Community Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>E/LA: NJSLS.W.2.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLS.RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. NJSLS.RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. NJSLS.RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. NJSLS.RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. NJSLS.SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with</p>		<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> Critical Thinking & Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input type="checkbox"/> Communication & Collaboration</p> <p><input type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>NJSLS.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>NJSLS.L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>NJSLS.L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize holidays, product names, and geographic names.</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<div> <div> <div>B. Use commas in greetings and closings of letters.</div> <div>C. Use an apostrophe to form contractions and frequently occurring possessives.</div> <div>D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</div> <div>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</div> </div> <div> Mathematics: Science: Visual and Performing Arts: Health/PE: </div> </div>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
World Languages: Technology: Career Ready Practices: Library:			

Resources:
Texts/Materials:

Unit: 2 History, Culture and Perspectives	Recommended Duration: 10 weeks
Unit Description: Today, the world is a diverse place full of many unique cultures and customs. Students need to understand that each individual is different and unique which makes them special. In order to have a better understanding of the world around them, students need to understand cultural differences in America/American history as well as around the world.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> What are some similarities and differences in the ways that people live? How do people share their culture and customs? What important contributions, made by Native Americans, continue to affect our lives today? 	<ul style="list-style-type: none"> People meet their basic needs based on the resources in their community as well as they culture in which they live. ☐ People share their culture through the clothing they wear, food they eat, music, stories, and art they enjoy, and the holidays they celebrate. Native Americans were the first people to inhabit North America and were instrumental in the survival of new settlers. Many Native Americans were pivotal to our country's history and survival; such as Squanto, Sacajawea, Sitting Bull and the Lenni-Lenape American Indians of New Jersey.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.D.1: Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>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.</p> <p>6.1.4.D.3: Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p> <p>6.1.4.D.10: Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.4.D.11: Determine how local and state</p>	<ul style="list-style-type: none"> Students will understand the similarities and differences in holidays celebrated in America and other counties. (2 weeks) Students will understand the impact of European colonization on the Lennie Lenape of New Jersey. (2 weeks) Students will understand how stereotyping and prejudice can lead to conflict by analyzing examples from the past and present. (3 weeks) Students will understand the qualities and historical contributions of civic leadership that helped shape the United States government. (3 weeks) 	<ul style="list-style-type: none"> Students will be able to analyze and describe how traditions, beliefs, values and ideas are expressed and influenced. Students will be able to describe their family history through two generations. Students will be able to analyze how and why communities have changed over time. Students will understand why cultures struggle to main traditions. Students will be able to identify features of the native American culture (Lennie Lenape Tribe). Students will be able to analyze and describe the Native American contributions to our state and society.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>communities have changed over time, and explain the reasons for changes.</p> <p>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.</p> <p>6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.14: Trace how the American identity evolved over time.</p> <p>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> <p>6.1.4.D.16: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.4.D.17: Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.4.D.18: Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.3.D.1: Identify actions that are unfair or</p>		<ul style="list-style-type: none"> • Students will be able to identify times when people were treated unfairly and ways to change these unfair behaviors. • Students will be able to analyze the contributions of major figures in American Black History. • Students will be able to analyze the contributions of major American presidents and inventors.

Relevant Standards:	Learning Goals:	Learning Objectives:
discriminatory, such as bullying, and propose solutions to address such actions.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Quick Write/Draw • KWLA Chart • Antidotal notes • Graffiti walls • Carousel walks, • Exit cards • 3 minute writing/drawing • Think-Pair-Share • Teacher Observation • Graphic Organizers • Rubrics • Student Discussions • Journal Entries • Checklist of skill attainment • Turn and Talk • Choral Response • Four Corners 	<ul style="list-style-type: none"> • Graphic Organizers • Quizzes • Vocabulary Assessments • Holidays Around the World Project • Writing Activity: Select one Native American contribution and write about why it is still important to people today. 		<ul style="list-style-type: none"> • TDQ Responses with rubric

Instructional Strategies: <i>(List and describe.)</i>
<p>Philosophical Chairs: This is a technique to allow students to critically think, verbally ponder and logically write their beliefs. Students read a newspaper article, short story, or essay, taking notes and they read. After reading, students are presented with a second or third level question that will elicit thought and discussion. The chairs are then placed in a horseshoe seating arrangement, with the two ends longer in the back. Students are told they will argue the merits of the question and their choice of seat during the discussion will illustrate their position. If they believe the answer to the question is “yes,” then they should sit on the right, if they believe the answer to the question is “no”, they should sit on the left, and, if they are “undecided,” they should sit at the back of the horseshoe. They will have the opportunity to move as their minds change. Choose a student moderator whose job it is to see that everyone gets a chance to speak. To gain full credit, a student must speak at least two times. https://www.ocde.us/AVID/Documents/Philosophical-Chairs.pdf</p>

Instructional Strategies: *(List and describe.)*

Jigsaw: Divide students into small groups and give each group a particular subject or reading to become experts on (generally groups of 5 work well.) Each original group should understand that they are to work together to learn the material provided to them to the best of their ability, since in the second phase of the jigsaw they will be regrouped with students from alternate groups who learned about different topics. They will then each be responsible for teaching about their original assigned topic to the students in their second group.

In the second phase, students will form new groups containing one student from each of the original five groups. Thus, a new mixed group is formed where each student will teach their new group about the subject they learned about in their original group. **Cooperative Learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Flexible Grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Development of Social Studies Portfolio: Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.

Journals and learning logs: Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics or experiences. Journals allow students to explore ideas and clarify their own thinking.

Role-Playing: Role-playing provides students with opportunities to explore and practice new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by “walking in another’s shoes.”

Literature Response: Literature responses, including journals, allow students to examine ways they connect with the story and the characters, explore their ideas and beliefs, develop problem-solving skills, and incorporate hopeful strategies to draw upon in the future.

Issue-based Inquiry: The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

Learning Centers: A learning center is typically a designated area within the classroom that provides students with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning.

Project Based Learning: Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question.

Literature Circles: In literature circles, small groups of students discuss a piece of writing in depth, with the discussion being guided by students' responses to what they have read. Literature circles can be used to discuss 4 books, poems, news articles, short stories, etc. that are relative to social studies. Through this structured process, students are able to effectively engage in critical thinking and reflection as they read, discuss, and respond to written material together. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response. The structure of the process and roles utilized in Literature Circles can vary. Go to www.litcircles.org as a starting point for more information.

Three Minute Review: Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

Instructional Strategies: <i>(List and describe.)</i>			
Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model and demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model and demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model and demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations • Invite students to explore different points of view on a topic of study and compare the two. • Help students to learn to set their own learning goals, then provide them with the opportunity to work towards these goals. • Allow students opportunity to produce a product based on preferred learning style. • Provide opportunities for open-ended, self-directed activities. • Provide materials for self-checking materials • Establish a timeline for long-range projects • Use a Learning Log for independent learning

Unit Vocabulary:
Essential: language, needs, shelter, culture, religion, point of view, fable, celebration, holiday, custom Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>ELA:</p> <p>NJSLS.W.2.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS.RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>NJSLS.RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>NJSLS.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>NJSLS.RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>NJSLS.RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>NJSLS.SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>		<p>____ Global Awareness</p> <p>____ Civic Literacy</p> <p>____ Financial, Economic, Business, & Entrepreneurial Literacy</p> <p>____ Health Literacy</p>	<p>____ Creativity & Innovation</p> <p>____ Media Literacy</p> <p>____ Critical Thinking & Problem Solving</p> <p>____ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p>____ Information & Communication Technologies Literacy</p> <p>____ Communication & Collaboration</p> <p>____ Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>C. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>D. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>NJSLS.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>NJSLS.L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>G. Use collective nouns (e.g., <i>group</i>).</p> <p>H. Form and use frequently occurring irregular plural nouns (e.g.,</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p><i>feet, children, teeth, mice, fish).</i></p> <p>I. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>J. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>K. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>NJSLS.L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>when writing.</p> <ul style="list-style-type: none"> F. Capitalize holidays, product names, and geographic names. G. Use commas in greetings and closings of letters. H. Use an apostrophe to form contractions and frequently occurring possessives. I. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). J. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings. <p>Mathematics:</p> <p>Science:</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: Career Ready Practices: Library:			

Unit 3: Geography, People and the Environment	Recommended Duration: 6 weeks
Unit Description: In this unit, the focus of instruction is on how to read maps/globes including finding the poles, cardinal directions, equator and hemispheres. Additionally, students will deepen their understanding about natural resources and their importance and how advancement in technology impact societies.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How does geography affect people living in rural and urban settings? • How can we look at areas from different perspectives? • How does weather patterns affect the geography of different regions? • What type of land is better for settlement? 	<ul style="list-style-type: none"> • Maps are used to identify the location of places in the community and beyond. • Maps are used to locate the physical characteristics of the Earth, such as landforms, and help us to locate places using a map key. • Maps and globes are both used to find locations on the Earth; the globe is a round, 3-D representation, while a map is a flat representation. • Life in different regions in the country is drastically different due to geography changes.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.B.1: Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Students will understand how to read maps and globes and explain how these resources are useful. (2 weeks) • Students will be able to identify and describe the role of natural resources in everyday life. (2 weeks) • Students will understand how advancements in science and technology impact individuals and societies. (2 weeks) 	<ul style="list-style-type: none"> • Students will be able to find and follow directions on a map and globe. • Students will be able to determine locations and characteristics of landforms, including continents, and bodies of water. • Students will be able to use maps and globes to find the poles, the cardinal directions, the equator and hemispheres. • Use symbols, colors, and labels to create a map. • Students will compare various natural resources and where they come from in the world. • Students will be able to explain how the products they eat, wear and use impact their health and safety, and the environments.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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.</p> <p>6.1.4.B.5: Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.6: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4.B.7: Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8: Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.B.9: Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>6.1.4.B.10: Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>		<ul style="list-style-type: none"> Students will be able to identify ways that people could get involved to help with the environment. Students will investigate and explain how technology from the past and is different from today.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Quick Write/Draw KWLA Chart Antidotal notes Graffiti walls Carousel walks, 	<ul style="list-style-type: none"> Quizzes Completion of Graphic Organizers Locate continents on maps and globes 		<ul style="list-style-type: none"> TDQ Responses with rubric

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Exit cards • 3 minute writing/drawing • Think-Pair-Share • Teacher Observation • Graphic Organizers • Rubrics • Student Discussions • Journal Entries • Checklist of skill attainment • Turn and Talk • Choral Response • Four Corners 	<ul style="list-style-type: none"> • Building a community • Vacation Map • Save Natural Resource TV Show 		

Instructional Strategies: *(List and describe.)*

Philosophical Chairs: This is a technique to allow students to critically think, verbally ponder and logically write their beliefs. Students read a newspaper article, short story, or essay, taking notes and they read. After reading, students are presented with a second or third level question that will elicit thought and discussion. The chairs are then placed in a horseshoe seating arrangement, with the two ends longer in the back. Students are told they will argue the merits of the question and their choice of seat during the discussion will illustrate their position. If they believe the answer to the question is “yes,” then they should sit on the right, if they believe the answer to the question is “no”, they should sit on the left, and, if they are “undecided,” they should sit at the back of the horseshoe. They will have the opportunity to move as their minds change. Choose a student moderator whose job it is to see that everyone gets a chance to speak. To gain full credit, a student must speak at least two times. <https://www.ocde.us/AVID/Documents/Philosophical-Chairs.pdf>

Jigsaw: Divide students into small groups and give each group a particular subject or reading to become experts on (generally groups of 5 work well.) Each original group should understand that they are to work together to learn the material provided to them to the best of their ability, since in the second phase of the jigsaw they will be regrouped with students from alternate groups who learned about different topics. They will then each be responsible for teaching about their original assigned topic to the students in their second group.

In the second phase, students will form new groups containing one student from each of the original five groups. Thus, a new mixed group is formed where each student will teach their new group about the subject they learned about in their original group. **Cooperative Learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Flexible Grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Development of Social Studies Portfolio: Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.

Journals and learning logs: Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics

Instructional Strategies: (List and describe.)

or experiences. Journals allow students to explore ideas and clarify their own thinking.

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Issue-based Inquiry: The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

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Three Minute Review: Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

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Instructional Strategies: <i>(List and describe.)</i>			
required or expected. <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	required or expected. <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	required or expected. <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	these goals. <ul style="list-style-type: none"> • Allow students opportunity to produce a product based on preferred learning style. • Provide opportunities for open-ended, self-directed activities. • Provide materials for self-checking materials • Establish a timeline for long-range projects • Use a Learning Log for independent learning

Unit Vocabulary:
Essential: neighborhood, map key, valley, lake, mountain, plains, island, desert, river, Earth, globe, continent, ocean, directions, hill Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: NJSLS.W.2.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLS.RI.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. NJSLS.RI.2.2: Identify the main topic of a multiparagraph text as well as the		____ Global Awareness ____ Civic Literacy ____ Financial, Economic, Business, & Entrepreneurial Literacy ____ Health Literacy	____ Creativity & Innovation ____ Media Literacy ____ Critical Thinking & Problem Solving ____ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) ____ Information & Communication

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>focus of specific paragraphs within the text.</p> <p>NJSLS.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>NJSLS.RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>NJSLS.RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>NJSLS.RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>NJSLS.RI.2.7: Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>NJSLS.RI.2.8: Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>NJSLS.SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>E. Follow agreed-upon norms for discussions</p>			<p>Technologies Literacy</p> <p>____ Communication & Collaboration</p> <p>____ Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>(e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>F. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>NJSLS.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>NJSLS.L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>M. Use collective nouns (e.g., <i>group</i>).</p> <p>N. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>O. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>P. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>Q. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>R. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>NJSLS.L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>K. Capitalize holidays, product names, and geographic names.</p> <p>L. Use commas in greetings and closings of letters.</p> <p>M. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>N. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>O. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Mathematics:</p> <p>Science:</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: Career Ready Practices: Library:			

Unit: 4 Economics, Innovation and Technology	Recommended Duration: 6 weeks
Unit Description: In this unit, focus of this unit is to identify the differences between needs and wants, goods and services and producing and consuming. Additionally, students will learn the effects technology has had on our past and present and the role of money in individuals' lives.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> Why is it important to know the difference between people's needs and wants? What effects have technology and innovation had on our past and our present? What innovations can you imagine for our future? 	<ul style="list-style-type: none"> All people around the globe need the same kinds of things to live but meet those needs in different ways. Good and services are available to purchase to meet the needs and wants of a community. Providing goods and/or services is a business or way of making a living. Inventions, technology, and innovations throughout the centuries have led to our world today. Study the progress and advances form long ago can have an impact on understanding our future.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.C.1: Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</p> <p>6.1.4.C.2: Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4.C.3: Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4.C.4: Describe how supply and demand influence price and output of products.</p> <p>6.1.4.C.5: Explain the role of specialization in the production and exchange of goods and services.</p>	<ul style="list-style-type: none"> Students will understand the differences between goods and services and identify those who provide them. (1 week) Students will understand the difference between producing and consuming. (1 week) Students will understand how work and employment impact our community. (1 weeks) Students will understand the role of money, savings, debt in individuals' lives. (2 weeks) Students will understand that 	<ul style="list-style-type: none"> Students will be able to identify various occupations. Students will be able to analyze and explain how work/employment impact our community. Students will be able to distinguish the difference between goods and services. Students will be able to illustrate how production and consumption of goods and services and interrelated and affected. Students will be able to define "savings" and "debt" and how they impact our community and ourselves.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.C.6: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.C.7: Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>6.1.4.C.8: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.4.C.9: Compare and contrast how the availability of resources affects people across the world differently.</p> <p>6.3.4.C.1: Develop and implement a group initiative that addresses an economic issue impacting children.</p>	<p>inventions and technology have made an impact on our world today. (1 week)</p>	<ul style="list-style-type: none"> Students will be able to identify and explain the effects technology has had on our past and present.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Quick Write/Draw Antidotal notes Graffiti walls Carousel walks, Exit cards 3 minute writing/drawing Think-Pair-Share Teacher Observation Graphic Organizers Rubrics Student Discussions Journal Entries 	<ul style="list-style-type: none"> Quizzes Completion of Graphic Organizers Locate continents on maps and globes Research an invention Save Natural Resource TV Show 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> TDQ Responses with rubric

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Checklist of skill attainment • Turn and Talk • Choral Response • Four Corners 			

Instructional Strategies: *(List and describe.)*

Philosophical Chairs: This is a technique to allow students to critically think, verbally ponder and logically write their beliefs. Students read a newspaper article, short story, or essay, taking notes and they read. After reading, students are presented with a second or third level question that will elicit thought and discussion. The chairs are then placed in a horseshoe seating arrangement, with the two ends longer in the back. Students are told they will argue the merits of the question and their choice of seat during the discussion will illustrate their position. If they believe the answer to the question is “yes,” then they should sit on the right, if they believe the answer to the question is “no”, they should sit on the left, and, if they are “undecided,” they should sit at the back of the horseshoe. They will have the opportunity to move as their minds change. Choose a student moderator whose job it is to see that everyone gets a chance to speak. To gain full credit, a student must speak at least two times. <https://www.ocde.us/AVID/Documents/Philosophical-Chairs.pdf>

Jigsaw: Divide students into small groups and give each group a particular subject or reading to become experts on (generally groups of 5 work well.) Each original group should understand that they are to work together to learn the material provided to them to the best of their ability, since in the second phase of the jigsaw they will be regrouped with students from alternate groups who learned about different topics. They will then each be responsible for teaching about their original assigned topic to the students in their second group.

In the second phase, students will form new groups containing one student from each of the original five groups. Thus, a new mixed group is formed where each student will teach their new group about the subject they learned about in their original group. **Cooperative Learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Flexible Grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Development of Social Studies Portfolio: Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.

Journals and learning logs: Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics or experiences. Journals allow students to explore ideas and clarify their own thinking.

Role-Playing: Role-playing provides students with opportunities to explore and practice new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by “walking in another’s shoes.”

Literature Response: Literature responses, including journals, allow students to examine ways they connect with the story and the characters, explore their ideas and beliefs, develop problem-solving skills, and incorporate hopeful strategies to draw upon in the future.

Issue-based Inquiry: The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

Learning Centers: A learning center is typically a designated area within the classroom that provides students with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning.

Instructional Strategies: *(List and describe.)*

Project Based Learning: Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question.

Literature Circles: In literature circles, small groups of students discuss a piece of writing in depth, with the discussion being guided by students' responses to what they have read. Literature circles can be used to discuss 4 books, poems, news articles, short stories, etc. that are relative to social studies. Through this structured process, students are able to effectively engage in critical thinking and reflection as they read, discuss, and respond to written material together. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response. The structure of the process and roles utilized in Literature Circles can vary. Go to www.litcircles.org as a starting point for more information.

Three Minute Review: Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.• Provide a model and demonstrations of what is required or expected.• Break the assessment into manageable chunks.• Highlight key words• Provide visual charts and cues• Provide clear and differentiated learning goals for students based on pre-assessment results	<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.• Provide a model and demonstrations of what is required or expected.• Break the assessment into manageable chunks.• Highlight key words• Provide visual charts and cues• Provide clear and differentiated learning goals for students based on pre-assessment results	<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.• Provide a model and demonstrations of what is required or expected.• Break the assessment into manageable chunks.• Highlight key words• Provide visual charts and cues• Provide clear and differentiated learning goals for students based on pre-assessment results	<ul style="list-style-type: none">• Encourage students to explore concepts in depth and encourage independent studies or investigations• Invite students to explore different points of view on a topic of study and compare the two.• Help students to learn to set their own learning goals, then provide them with the opportunity to work towards these goals.• Allow students opportunity to produce a product based on preferred learning style.• Provide opportunities for open-ended, self-directed activities.• Provide materials for self-checking materials• Establish a timeline for long-range projects• Use a Learning Log for

Instructional Strategies: <i>(List and describe.)</i>			
			independent learning

Unit Vocabulary:
Essential: needs, wants, shelter, recreation, past, present, future, change, technology, transportation, resource, goods, services, business, market
Non-Essential:

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<p>E/LA:</p> <p>NJSLS.W.2.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS.RI.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>NJSLS.RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>NJSLS.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>NJSLS.RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>NJSLS.RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes,</p>		<p>___ Global Awareness</p> <p>___ Civic Literacy</p> <p>___ Financial, Economic, Business, & Entrepreneurial Literacy</p> <p>___ Health Literacy</p>	<p>___ Creativity & Innovation</p> <p>___ Media Literacy</p> <p>___ Critical Thinking & Problem Solving</p> <p>___ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p>___ Information & Communication Technologies Literacy</p> <p>___ Communication & Collaboration</p> <p>___ Information Literacy</p>

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<p>electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>NJSLS.RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>NJSLS.RI.2.7: Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>NJSLS.RI.2.8: Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>NJSLS.RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>NJSLS.SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">G. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">H. Build on others' talk in conversations by</p>			

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<p>linking their explicit comments to the remarks of others.</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>NJSLS.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>NJSLS.L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> S. Use collective nouns (e.g., <i>group</i>). T. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). U. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). V. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). 			

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<p>W. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>X. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>NJSLS.L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>P. Capitalize holidays, product names, and geographic names.</p> <p>Q. Use commas in greetings and closings of letters.</p> <p>R. Use an apostrophe to form contractions and</p>			

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<p>frequently occurring possessives.</p> <p>S. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>T. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>Career Ready Practices:</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
Library:			

Resources:
Texts/Materials: