



Lebanon Borough Public
School Social Studies
Curriculum Guide

Grade 2

Approved by the
Lebanon Borough Board of Education
December 10, 2020

**Social Studies Curriculum Guide Grade 2
Lebanon Borough Public School**

SECTION I

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Introduction

In the early years, children develop a foundation for the social studies program and a beginning sense of value as participating citizens. Students begin with their familiar environment and advance to families, homes, School, neighborhoods, and communities in other environments. This approach enhances students' abilities to examine the perspectives of children in other places and times.

Students learn to work in groups, to share, to respect the rights of others, and to care for themselves and their possessions. They acquire knowledge of history to understand the present and plan for the future. Social studies at this level provides students with the skills needed for problem solving and decision making, as well as for making thoughtful value judgments. It is important that children acquire the foundations of knowledge, attitudes, and skills in the early years, so that teachers in later years will be successful in preparing them for citizenship in the twenty-first century.

The elementary social studies program introduces important concepts and generalizations from history, geography, and other social sciences through an integrated study of children and their families, homes, School, neighborhoods, and communities. The kindergarten and first grade programs revolve around a study of families, neighborhoods, and communities at home and around the world. By widening the scope of the curriculum to families throughout the world, children gain an international perspective. Students learn the ways in which people organize institutions to produce and distribute goods, and to meet human needs including the social rules that govern one's life. Second graders are ready to learn more about the world in which they live. They begin to learn how

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important it is for people and groups to work together and to peacefully resolve problems. Children's expanding sense of place and spatial relationships provides readiness for more in-depth geographical studies. Geographical investigations begin with the familiar local regions and expand to locations around the world.

If the young people of this state are to become effective participants in this society, then social studies must be an essential part of the curriculum starting in the early elementary years. In a world that demands independent and cooperative problem solving to address complex economic, social, ethical, and personal concerns, the social studies are as basic for survival as reading, writing, and computing. Elementary students are prepared for the rigors of such a program.

Philosophy

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the NJSL for Social Studies and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

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Program Goals

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

By the end of Second Grade, students will expand their knowledge from the previous years and the goals listed below:

- Students will examine how communities may be linked to form larger political units, and how there are cultural, geographic, and economic ties.
- Students will understand that people's activities are influenced not only by their geographic location, but also by how they use the earth's materials, the physical environment, and human traditions.
- Students will be aware of some cultural, political, geographic, and economic factors that help bind communities together through both time and space.
- Students will be able to investigate how individuals, families, and groups are similar and different.

Overview

When using the curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

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SECTION II

Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
6.1.4.A.1	Rules and laws are developed to protect people’s rights and the security and welfare of society.	How are rules created by community, state, and governments to protect people, problem solve and promote the common good? (A1)
6.1.4.A.2	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	How do the Constitution and Bill of Rights help with creating enduring American democracy? How do we use those rights every day? (A2)
6.1.4.A.3	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	What are the definitions of fairness, equality, and the common good? How have they helped with social change? (A3)
6.1.4.A.4	There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	How is the US government organized and who is responsible for what in the government? (A4)
6.1.4.A.5		What are the roles and responsibilities of the 3 branches of government? (A5)
6.1.4.A.6		How does the local government fit in the Federal government and its laws? (A6)
6.1.4.A.7	In a representative democracy, individuals elect representatives to act on the behalf of the people	How do we vote and how do they work with people in your town, state, and US levels? (A7)
6.1.4.A.8		How do all levels work together in your town, state, and government and how each affects the other? (A8)
6.1.4.A.9	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	How are people different now then in the past and how have people’s rights changed over time? (A9)
6.1.4.A.10		Who was Dr. Martin Luther King Jr. and how did he change the way people thought about others and their civil rights? (A10)

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Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
<p>6.1.4.A.11 6.1.4.A.12</p>	<p>The United States democratic system requires active participation of its citizens.</p>	<p>How do all people contribute to the good of the community, state, national and global levels? (A11)</p> <p>How do leaders make change on all levels of government? (A12)</p>
<p>6.1.4.A.13</p>	<p>Immigrants can become and obtain the rights of American citizens.</p>	<p>What process do immigrants go through to become citizens? (A13)</p>
<p>6.1.4.A.14</p>	<p>The world is comprised of nations that are similar to and different from the United States.</p>	<p>Where different countries located and what are are their different rules and laws? (A14)</p>
<p>6.1.4.A.15</p>	<p>In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p>	<p>What are the challenges of differences in cultures and governments and how are they solved? (A15)</p>
<p>6.1.4.A.16</p>	<p>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</p>	<p>What are some ways that people around the world contribute to the human rights and provide aid to other nations and people in need? (A16)</p>
<p>6.1.4.B.1 6.1.4.B.2 6.1.4.B.3</p>	<p>Spatial thinking and geographic tools can be used to describe and analyze places and people on Earth.</p>	<p>How do we use tools to find our location? Are all people from the same place? (B1)</p> <p>Why do we need to use maps? (B2)</p> <p>When do we use Technology to find location and why? (B3)</p>
<p>6.1.4.C.1</p>	<p>People make decisions based on their needs,</p>	<p>How do individual needs affect others? (C1)</p>

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Learning Goal NJSLs & CPI	Enduring Understandings	Essential Questions
6.1.4.C.2	wants, and the availability of resources.	How does scarcity affect the opportunity cost of decisions? (C2)
6.1.4.C.3 6.1.4.C.4 6.1.4.C.5	Economics is a driving force for the occurrence of various events and phenomena in societies.	How are consumers and producers different?(C3) What is the difference between supply and demand? (C4) How does being “special” help with trade? (C5)
6.1.4.C.6 6.1.4.C.7 6.1.4.C.8	Interactions among various institutions in the local, national, and global economies influence policymaking and societal outcomes.	How are we connected to the economic system? (C6) How is society connected in the global market?(C7) How are we all interrelated in the global market? (C8)
6.1.4.C.9	Availability of resources affects economic outcomes.	Are all resources the same around the world? How do they affect people? (C9)
6.1.4.C.10 6.1.4.C.11	Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	How does the money work in our society? (C10) How do decisions made today financially affect our future? (C11)
6.1.4.C.12 6.1.4.C.13	Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	Do all inventions have a place in our history? (C12) How do entrepreneurs affect a capitalistic society? (C13)
6.1.4.C.14 6.1.4.C.15	Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	What resources and technology are available to us? (C14) How does transportation affect trade and success? (C15)
6.1.4.C.16 6.1.4.C.17	Creativity and innovation have led to improvements in lifestyle, access to information,	How has history made an impact on inventions? (C16) Has science and technology helped in our history of change?

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Learning Goal NJSLs & CPI	Enduring Understandings	Essential Questions
6.1.4.C.18	and the creation of new products.	(C17) How has communication technology helped with global changes in history? (C18)
6.1.4.D.1 6.1.4.D.2 6.1.4.D.3	Immigrants come to the United States for various reasons and have a major impact on the state and the nation.	How does immigration help with the culture and society? (D1) Why do people come to NJ and America and what challenges do they face? (D2) Did immigrants come on their own or were they forced? How did that help the US grow? (D3)
6.1.4.D.4 6.1.4.D.5 6.1.4.D.6 6.1.4.D.7 6.1.4.D.8 6.1.4.D.9	Key historical events, documents, and individuals led to the development of our nation.	How was the United States formed? (D4) Can we use old documents to help with laws today? (D5) Did our forefathers help with making the US government? (D6) How was NJ involved in the establishment of the US? (D8)
6.1.4.D.10 6.1.4.D.11	Personal, family, and community history is a source of information for individuals about the people and places around them.	How did Native Americans help to form the US? (D10) Why do communities change over time? (D11)
6.1.4.D.12	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.	How have historical and fictional characters contributed to the American heritage? (D12)
6.1.4.D.13	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions	How does our culture affect our behavior? (D13)

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Learning Goal NJSLs & CPI	Enduring Understandings	Essential Questions
<p>6.1.4.D.14</p> <p>6.1.4.D.15</p> <p>6.1.4.D.16</p> <p>6.1.4.D.17</p> <p>6.1.4.D.18</p> <p>6.1.4.D.19 6.1.4.D.20</p>	<p>that are generally accepted by a particular group of people.</p> <p>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</p> <p>Cultures struggle to maintain traditions in a changing society.</p> <p>Prejudice and discrimination can be obstacles to understanding other cultures.</p> <p>Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history</p> <p>The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.</p> <p>People 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.</p>	<p>How has the American identity changed over time? (D14)</p> <p>How have changes effected how people fit in in America? (D15)</p> <p>How does prejudice lead to conflict? (D16)</p> <p>How do symbols and holidays affect the American identity? (D17)</p> <p>How can one person’s beliefs affect more than one culture? (D18)</p> <p>How can one’s culture lead to interpreting things differently? (D19)</p> <p>Why is it important to understand other’s cultures in our interdependent world? (D20)</p>

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Skills	Key Content
<p>Explain rules and laws created by community, state and national governments protects the rights of people</p> <p>Explain how fundamental rights contribute to the continuation and improvement of American democracy.</p> <p>Determine how “fairness,” “equality,” and the “common good” have influenced change.</p> <p>Explain how the United States government is organized.</p> <p>Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>Explain how national and state governments share power.</p> <p>Explain how the United States functions as a representative democracy.</p> <p>Compare and contrast how government functions at the community, county, state, and national levels.</p> <p>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</p> <p>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>Laws and rules exist for specific reasons:</p> <ul style="list-style-type: none"> - to protects rights - resolve conflicts - promote common good <p>USA is ruled by:</p> <ul style="list-style-type: none"> - The US Constitution - Bill of Rights <p>Changes take place by:</p> <ul style="list-style-type: none"> - rules of fairness - equality - common good <p>USA government is divided into 3 parts and have specific jobs:</p> <ul style="list-style-type: none"> - legislative - executive - judicial <p>Government is divided into specific levels and functions:</p> <ul style="list-style-type: none"> - community - county - state - federal <p>Representative governments consist of all citizens having a say in their governing.</p> <p>Our past (history) directly effects our present and future.</p>

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Skills	Key Content
<p>Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens.</p> <p>Explain the process of creating change at the local, state, or national level.</p> <p>Describe the process by which immigrants become United States citizens.</p> <p>Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>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>Explore how national and international leaders provide aid to individuals and nations in need.</p> <p>Place key historical events and people in historical eras using a timeline.</p> <p>Explain how the present is connected to the past.</p> <p>Determine locations of places and interpret information available on maps and globes</p> <p>Use thematic maps and other geographic representations to obtain, describe and compare spatial patterns and information about people, places, regions and environments.</p>	<p>How have historical figures changed our world and human rights:</p> <ul style="list-style-type: none"> - Martin Luther King Jr. - George Washington - Abraham Lincoln - Harriet Tubman - Rosa Parks - Susan B. Anthony - Native Americans - Early Settlers - Christopher Columbus - Veterans - US Military - Ellis Island <p>Each citizen has a responsibility to the common good.</p> <p>People have different cultures and come from different countries.</p> <p>All countries have their own governments and work together for their citizens and global environments and governments.</p>

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Skills	Key Content
<p>Distinguish fact from fiction.</p> <p>Identify and use a variety of primary and secondary sources for reconstructing the past.</p> <p>Use evidence to support an idea in a written and/or oral format.</p>	

<p>Assessment Journals, Venn Diagrams, Quizzes Timelines</p>	<p>Rubric www.rubistar.com www.teach-nology.com/web_tools/rubrics www.rubrics4teachers.com www.exemplars.com www.getworksheets.com</p>	<p>Differentiation Harcourt: Leveled readers ELL lessons TimeLinks Interactive timelines Webquests for research Internet scavenger hunts www.harcourtschool.com/ss1</p>
<p>Resources Harcourt Social Studies Internet NJSLS classroom resources and CAD's</p>	<p>Instructional Strategies/Best practices Discussion Reading Research Group work Reverse teaching www.Thinkfinity.com</p>	<p>Enrichment TimeLinks Interactive timelines Webquests for research Internet scavenger hunts www.harcourtschool.com/ss1</p>

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Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
<p>6.1.4.A.1 6.1.4.A.2 6.1.4.A.3 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8 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 6.1.4.A.16</p>	<p>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>Where do I live? What is the purpose of rules and laws? How do rules and laws influence our lives? How does my community influence my life? How are various communities the same and how are they different?</p> <p>How does the United States Constitution and the Bill of Rights influence fairness, equality, and the common good of its citizens?</p> <p>What government elements promote change on the local and national levels?</p> <p>How is the United States government organized?</p> <p>How do government choices affect my life and my community?</p> <p>How have events from the past affected present day communities?</p> <p>How have civil rights leaders provoked social change?</p> <p>What civic responsibilities do citizens have at the community, state, national and global levels?</p> <p>How is change created at the local, state, and national level?</p>

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Learning Goal NJSLs & CPI	Enduring Understandings	Essential Questions
		<p>How do immigrants become United States citizens?</p> <p>Why is it important for different cultures to collaborate?</p>
Skills		Key Content
	<p>Understand that my community is part of a bigger world.</p> <p>Identify where I live (continent, country, state, city)</p> <p>Compare and contrast how communities are the same and how they are different.</p> <p>Recognize and identify rules and laws and their affects on my life and community.</p> <p>Identify the role of the United States Constitution and the Bill of Rights.</p> <p>Identify the rights and responsibilities I have as a citizen in my community.</p> <p>Compare and contrast how things are different in our communities (local and national) from then and now.</p> <p>Identify local, state, and national leaders and their contributions.</p> <p>Explain how citizens choose leaders.</p> <p>Create a timeline that sequences events of the history of our</p>	<p>Our community is part of a bigger that contains continents, countries, states, and cities.</p> <p>There are many similarities and differences among communities.</p> <p>Communities follow rules and laws that affect citizens and their environment.</p> <p>The United States Constitution and the Bill of Rights provide fairness and equality for its citizens.</p> <p>As a member of a community citizens have rights and responsibilities.</p> <p>Our communities' past affect and influences the community and its citizens.</p> <p>Our communities have evolved over time.</p>

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<p>communities.</p> <p>Explain how civil rights leaders have provoked change.</p> <p>Compare and contrast different cultures.</p> <p>Recognize that people in a group have different points of view.</p>		
<p>Assessment Pre and post unit tests Timeline Class projects Performance tasks Teacher-generated written response tasks</p>	<p>Rubric www.rubistar.com www.rubrics4teachers.com</p>	<p>Key Criteria for Differentiation Vocabulary Maps Graphic Organizers Ebooks www.harcourtschool.com/ss1 Leveled Readers Learning Centers for ELL, Special Needs students.</p>
<p>Resources Harcourt Social Studies Grade 2 Manual Units 1, 2, 4, 5 www.harcourtschool.com/ss1 Time for Kids www.rubistar.com www.rubrics4teachers.com http://www.njamistadcurriculum.com/ www.enchantedlearning.com www.nationalgeographicforkids.com www.smartteach.com</p>	<p>Instructional Strategies/Best practices www.harcourtschool.com/ss1 http://www.njamistadcurriculum.com/ www.brainpopjr.com www.discoveryeducation.com/</p>	<p>Enrichment www.harcourtschool.com/ss1 Leveled Readers Project based performance assessments Time for Kids</p>

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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.

Assessment	Rubric	Key Criteria for Differentiation
Classroom Discussion Post unit tests Workbook Pages Class projects Teacher observations	www.rubistar.com www.rubrics4teachers.com	Graphic Organizers Ebooks www.harcourtschool.com/ss1 Leveled Readers Learning Centers for ELL, Special Needs students.
Resources	Instructional Strategies/Best practices	Enrichment
Harcourt Social Studies Grade K Manual Units 1,2,3,4,6 www.harcourtschool.com/ss1 www.scholastic.com www.teachingwithpurpose.com www.rubrics4teachers.com http://www.njamistadcurriculum.com/ www.enchantedlearning.com www.nationalgeographicforkids.com www.smartteach.com	www.harcourtschool.com/ss1 http://www.njamistadcurriculum.com/	www.harcourtschool.com/ss1 Leveled Readers Time for Kids

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Skills	Key Content
<p>Place key historical events and people in historical eras using a timeline.</p> <p>Explain how the present is connected to the past.</p> <p>Determine locations of places and interpret information available on maps and globes</p> <p>Use thematic maps and other geographic representations to obtain, describe and compare spatial patterns and information about people, places, regions and environments.</p> <p>Distinguish fact from fiction.</p> <p>Identify and use a variety of primary and secondary sources for reconstructing the past.</p> <p>Use evidence to support an idea in a written and/or oral format.</p>	<p>Laws and rules exist for specific reasons:</p> <ul style="list-style-type: none"> - to protects rights - resolve conflicts - promote common good <p>USA is ruled by:</p> <ul style="list-style-type: none"> - The US Constitution - Bill of Rights <p>Each citizen has a responsibility to the common good.</p> <p>People have different cultures and come from different countries.</p> <p>All countries have their own governments and work together for their citizens and global environments and governments.</p> <p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict.

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	<ul style="list-style-type: none"> • Demonstrate understanding of the need for fairness and take appropriate action against unfairness
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<p>Assessment Journals, Venn Diagrams, Quizzes Timelines</p>	<p>Rubric www.rubistar.com www.teach-nology.com/web_tools/rubrics www.rubrics4teachers.com www.exemplars.com www.getworksheets.com</p>	<p>Differentiation Harcourt: Leveled readers ELL lessons TimeLinks Interactive timelines Webquests for research Internet scavenger hunts www.harcourtschool.com/ss1</p>
<p>Resources Harcourt Social Studies Internet NJSLS classroom resources and CAD's</p>	<p>Instructional Strategies/Best practices Discussion Reading Research Group work Reverse teaching www.Thinkfinity.com</p>	<p>Enrichment TimeLinks Interactive timelines Webquests for research Internet scavenger hunts www.harcourtschool.com/ss1</p>

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Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
6.3.4.A.1 6.3.4.A.2 6.3.4.A.3 6.3.4.A.4	Citizen involvement is important on local and national levels. (A)	In what ways can citizens be active in their communities? (A) What issues affect citizens in their community? (A)
6.3.4.B.1	Citizens can plan and participate in projects that protect the environment. (B)	In what ways can citizens protect the environment? (B) How can citizens help support the needs of children in their community? (C)
6.3.4.C.1	Citizens can plan and participate in projects that support the needs of children. (C)	
6.3.4.D.1	Citizens can identify and propose solutions to community problems. (D)	How can citizens be active in resolving community problems? (D)

Skills	Key Content
Create action plans to address and resolve community issues. (A) Identify community leaders. (A) Evaluate what makes a good rule or law. (A) Create action plans for the community and the environment. (B) Identify a local issue that is need of support. (C)	Citizens create action plans to help resolve local issues. (A) Rules and laws can be influenced by community issues. (A) Citizens can protect the environment through their involvement in their community. (B) Action plans help support the needs of a community. (C)

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<p>Create an action plan that supports the needs of a community. (C)</p> <p>Identify unfair or discriminatory issues in a community. (D)</p>	<p>Citizens can propose solutions to community problems. (D)</p>	
<p>Assessment Pre and post unit tests Timeline Class projects Performance tasks Teacher-generated written response tasks</p>	<p>Rubric www.rubistar.com www.rubrics4teachers.com</p>	<p>Key Criteria for Differentiation Vocabulary Maps Graphic Organizers Ebooks www.harcourtschool.com/ss1 Leveled Readers Learning Centers for ELL, Special Needs students.</p>
<p>Resources Harcourt Social Studies Grade 2 Manual Units 1, 3, 4 www.harcourtschool.com/ss1 Time for Kids www.rubistar.com www.rubrics4teachers.com http://www.njamistadcurriculum.com/ www.enchantedlearning.com www.nationalgeographicforkids.com www.smartteach.com</p>	<p>Instructional Strategies/Best practices www.harcourtschool.com/ss1 http://www.njamistadcurriculum.com/ www.brainpopjr.com www.discoveryeducation.com/</p>	<p>Enrichment www.harcourtschool.com/ss1 Leveled Readers Project based performance assessments Time for Kids</p>

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Along with the above resources, students will be exposed to the **Amistad Curriculum** set for by the State of New Jersey. The students will be able to understand prejudice and freedom. This is an internet based curricular aid. Go to (<http://www.njamistadcurriculum.com/>) for guides and information.

New Jersey Holocaust Curriculum: <http://www.state.nj.us/education/holocaust/curriculum/>

In compliance with the NJ Commission on Holocaust Education and the NJSLS, it is expected that teachers familiarize themselves with the Holocaust Curriculum guide. The Holocaust and other genocides are to be taught and infused wherever appropriate in the Social Studies curriculum and at appropriate developmental levels.

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Thematic Units

GRADE 2

Governing the People

- Citizens in a Community
- Government for the People
- Our Leaders
- Our Country's Government
- Community and State Governments

The World Around Us

- Maps and Locations
- North America
- Seasons and Climate
- World Regions

Using our Resources

- Land and Water Resources
- People Settle
- Our Changing Environment
- Connecting Communities

People Long Ago

- People and Places Change
- Early America
- Independence
- American Heritage
- Heroes and Holidays

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A World of Many People

- World Cultures
- Many People, One Country
- Celebrating Culture
- Recognizing People

People in the Marketplace

- Producers and Consumers
- Work and Income
- From Factory to You
- How Much Money and How Many
- Barter and Trade

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Second Grade Scope and Sequence

Unit 1 Citizens in a Community	Explain citizen’s rights and responsibilities at home, at school, and in the community. Identify and describe functions of government. Identify local, state, and national leaders and their contributions. Describe the three branches of government and explain their functions. Compare and contrast the functions of local, state, and national governments.
Unit 2 The World Around Us	Define and describe a place by its absolute and relative location. Identify countries, landforms, and bodies of water in North America. Recognize that climate and seasons vary depending on location and time of year. Identify and recognize cardinal directions, hemispheres, the equator, and poles on a map or globe.
Unit 3	Describe natural resources and tell how people use/conserve

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Using Our Resources	<p>them.</p> <p>Describe the factors that influence where people live.</p> <p>Describe how people use technology to change the environment.</p> <p>Identify how new methods of transportation and communication link people places and ideas.</p>
Unit 4 People Long Ago	<p>Understand the concept of time in terms of past, present, and future.</p> <p>Define colonies and settlers, especially European settlers and Jamestown.</p> <p>Identify important people related to our country’s independence.</p> <p>Describe how landmarks honor our country’s history, heritage, and ideals.</p> <p>Identify how the actions of individuals make a difference in our lives and for our country.</p>
Unit 5 A World of Many People	<p>Identify the features of a culture, including dress, art, language, food, music, and beliefs.</p> <p>Recognize that immigrants bring a variety of cultures to the United States.</p> <p>Compare the traditions and customs of different cultures.</p> <p>Recognize that people from many cultures have contributed to American society.</p>
Unit 6 People in the Marketplace	<p>Describe how goods and services are related to a business.</p> <p>Recognize that people make choices about wants when spending money.</p> <p>Understand how raw materials and resources are used to make a product.</p> <p>Understand that prices go up or down based on supply and demand.</p> <p>Define and identify barter and the use of money of types of trade.</p>

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**Pacing Guide
Grade 2**

Month	NJSLS	Enduring Understandings/ Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
September /October	6.1.4.A.1 6.1.4.A.2 6.1.4.A.3 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8 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 6.1.4.A.16	A government makes laws to help people be safe and get along.	Students Will Be Able To: -How citizens can be responsible in their community. -How government helps people. -Why we need leaders. -How our country's government works. -What the jobs of community and state governments are.	-Labor Day -Children's Safety Week -Teddy Bear Day Patriot Day/September 11 th -International Day of Peace -National Good Neighbor Day -Crime Prevention Month -Fire Prevention Week -Columbus Day -National Character Counts Week -National School Bus Safety Week -United Nations Day -Statue of Liberty's Birthday	http://www.first-school.ws/theme/occasions9.htm www.harcourtschool.com/s1 NJDOE 9/11 website NJDOE Holocaust website -Leveled readers -Time for Kids -Center activities	-Unit 1 test -Law Maker Role Play unit project -Write a letter to a government worker
November	6.1.4.A.1 6.1.4.A.2 6.1.4.A.3 6.1.4.A.4	Maps help us learn about the different types of land, water, and places around us.	Students Will Be Able To: -Maps help people find locations. -Countries and landforms	-National Author's Day -Veteran's Day -Thanksgiving -NJDOE 9/11	http://www.first-school.ws/theme/occasion9.htm www.harcourtschool.com	-Unit 2 test -Geography Bulletin Board project -Friendly

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	6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8 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 6.1.4.A.16		make up North America. -Seasons and climate are different in different regions. -How regions around the world are different.	website -NJDOE Holocaust website	/ss1 -Leveled readers -Time for Kids -Center activities	letter pen pal project
December/ January	6.1.4.A.1 6.1.4.A.2 6.1.4.A.3 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8 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 6.1.4.A.16	People use the land and its resources to help them live.	Students Will Be Able To: -What natural resources are and how they are used. -Why people choose to live in certain places. -How people change their environment. -How transportation and communication have changed over time.	-Hanukkah -Christmas -Ramadan -Kwanzaa -New Year's Eve -Wright Brothers' Day -Martin Luther King Jr. Day -Amistad -Chinese New Year -NJDOE 9/11 website -NJDOE Holocaust website	http://www.first-school.ws/theme/occasions/9.htm www.harcourtschool.com/ss1 -Leveled readers -Time for Kids -Center activities	-Unit 3 Test -Earth Resources Flow Chart
February/ March	6.3.4.A.1 6.3.4.A.2 6.3.4.A.3	History is a story of how people and places change over time.	Students Will Be Able To: -Describe how people	-Amistad -African American History Month	http://www.first-school.ws/theme/occasions/9.htm	-Unit 4 Test -Historical Journal

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	6.3.4.A.4 6.3.4.B.1 6.3.4.C.1 6.3.4.D.1		and places change over time. -Describe the people who lived in America long ago. -How our country got its independence. -How we honor our American heritage. -How we how honor people and events in our country's history.	-President's Day -National Green Week -Women's History Month -Cesar Chavez Day -Valentine's Day -St. Patrick's Day -NJDOE 9/11 website -NJDOE Holocaust website	www.harcourtschool.com/s1 -Leveled readers -Time for Kids -Center activities	Project -Venn Diagram comparing past and present
April	6.1.4.A.1 6.1.4.A.2 6.1.4.A.3 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8 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 6.1.4.A.16	Our country is made up of many different people and cultures.	Students Will Be Able To: -Define culture. -Explain why the United States is a country of many cultures. -Explain how families are alike and different. -Name some Americans who have made a difference in their own lives.	-Easter -Earth Day -National Arbor Day -National Poetry Month -Amistad -NJDOE 9/11 website -NJDOE Holocaust website	http://www.first-school.ws/theme/occasions9.htm www.harcourtschool.com/s1 -Leveled readers -Time for Kids -Center activities	-Unit 5 Test -Writing Project: Remembering Your Traditions -Family History Storyboard
May/June	6.3.4.A.1 6.3.4.A.2 6.3.4.A.3 6.3.4.A.4	Producers and consumers depend on each other for goods and services.	Students Will Be Able To: -Describe how producers and consumers depend on each other. -How people get money	-National Egg Month -Cinco de Mayo -Memorial Day -Dairy Month -Fruit and Vegetable	www.harcourtschool.com/s1 -Leveled readers -Time for Kids -Center activities	-Unit 6 Test -Sales Pitch/Ad for a Product -Unit Project: Class Fair

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	6.3.4.B.1 6.3.4.C.1 6.3.4.D.1		to pay for goods and services. -How raw materials become products. -The purpose of making, buying, and selling things. -How trade helps people meet their needs.	Month -Flag Day		
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RUBRIC 14

GROUP ACTIVITY

DIRECTIONS: This form is designed to help you evaluate student work in cooperative learning groups. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the group's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. Each member of the group had a clear understanding of the group's task.
1 2 3 4 5
2. Each member of the group had a clear understanding of his or her expected contribution to the group's assignment.
1 2 3 4 5
3. Group members listened willingly to one another.
1 2 3 4 5
4. Members of the group showed strong leadership qualities.
1 2 3 4 5
5. Group members encouraged others to express opinions or contribute information.
1 2 3 4 5
6. Group members presented their information or ideas in a clear and logical manner.
1 2 3 4 5
7. Each member of the group fulfilled his or her responsibilities in the completion of the group's assignment.
1 2 3 4 5
8. The group fulfilled all the requirements of its assigned task.
1 2 3 4 5
9. Overall, the group worked well together.
1 2 3 4 5
10. The group performed to its full potential.
1 2 3 4 5

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List 117. PRESENTATION RUBRICS



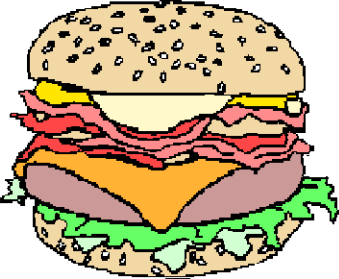
Studies on the exchange of knowledge and research have shown that peer teaching, reciprocal teaching, and even the age-old “show and tell” are valuable teaching and learning activities. Developing students’ presentation skills aids knowledge integration, speaking skills, interdisciplinary and creative thinking, self expression, and self confidence. Students need support and instruction throughout the various stages in the development process. The preparation also helps develop time-management skills.

Name		Date			
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Preparation	Storyboard or outline incomplete; lacks props or resources	Storyboard or outline doesn't represent whole; resources and props few or inappropriate	Storyboard or outline complete; resources and props appropriate	Storyboard or outline complete and well organized; resources and props outstanding	
Content	Mentions key ideas; little evidence of understanding	Expresses key ideas; not fully at ease with concepts	Expresses key ideas and shows understanding	Key words and ideas correctly used; defined for reader; interesting choices of words	
Order	Ideas not ordered; audience has difficulty following	Some order of ideas; but jumps around	Logical sequence of presentation; audience can follow	Logical sequence, easy to follow; good overview and transitions	
Media, Graphics, and Props	Media, graphics, and props missing or do not add information	Media, graphics, and props tangential to text; minor value	Media, graphics, and props relate to text; add value or information	Media, graphics, and props relate, add information, help explain, keep interest	
Speaking	Hesitates, whispers; many “fillers”; poor eye contact	Some hesitation; some “fillers” but moves along; some eye contact, but reads mostly	Clear, good pace and pronunciation; good eye contact; checks notes	Clear, well paced, well modulated; good eye contact; well rehearsed, little need for notes	
Q&A	Defensive; frequent “don't know” shrugs	Some “I don't know's”; some defensiveness	Answers correctly with little hesitancy	Answers correctly; expands, explains	

The Reading Teacher's Book of Lists, Fourth Edition, © 2000 by Prentice Hall

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Primary Grade Self-Evaluation Teamwork Rubric

		
<p>As a team member I:</p> <p><input type="checkbox"/> let my partners do all of my work</p> <p><input type="checkbox"/> did not help my partners</p> <p><input type="checkbox"/> did not listen to my partners' ideas</p> <p><input type="checkbox"/> did not share my ideas</p> <p><input type="checkbox"/> did not help the group solve problems</p>	<p>As a team member I:</p> <p><input type="checkbox"/> let my partners do some of my work</p> <p><input type="checkbox"/> only helped my partners when they asked me</p> <p><input type="checkbox"/> had trouble quietly listening to ideas</p> <p><input type="checkbox"/> shared one idea</p> <p><input type="checkbox"/> waited for my group to solve most problems</p>	<p>As a team member I:</p> <p><input type="checkbox"/> did all of my work</p> <p><input type="checkbox"/> helped my partners</p> <p><input type="checkbox"/> listened to my partners' ideas</p> <p><input type="checkbox"/> shared my ideas</p> <p><input type="checkbox"/> helped my group solve problems</p>

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21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy

21st Century Skills (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

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Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

9.1 PERSONAL FINANCIAL LITERACY

9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.8.D.1

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Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

8 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

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Technology Infusion

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.5.B.1 Examine ethical considerations **in** the development and production of a product through its life cycle.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

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SECTION III

NJSLS

Content Area	Social Studies		
Standard	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.		
Strand	A. Civics, Government, and Human Rights		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Citizenship begins with becoming a contributing member of the classroom community.	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.
4	Rules and laws are developed to protect people’s rights and the security and welfare of society.	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.
	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	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.
	American constitutional government is based on principles of limited	6.1.4.A.3	Determine how “fairness,” “equality,” and the “ common good ” have influenced change at the local and national

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	government, shared authority, fairness, and equality.		levels of United States government.
	There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	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.6	Explain how national and state governments share power in the federal system of government.
	In a representative democracy, individuals elect representatives to act on the behalf of the people.	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.
	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	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.
	The United States democratic system requires active participation of its citizens.	6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
		6.1.4.A.12	Explain the process of creating change at the local, state, or national level.

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	Immigrants can become and obtain the rights of American citizens.	6.1.4.A.13	Describe the process by which immigrants become United States citizens.
	The world is comprised of nations that are similar to and different from the United States.	6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	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.
	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
Content Area	Social Studies		
Standard	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.		
Strand	B. Geography, People, and the Environment		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Everyone is part of a larger neighborhood and community.	6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
		6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
4	Spatial thinking and geographic tools	6.1.4.B.1	Compare and contrast information that can be found on

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can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.		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.
Places are jointly characterized by their physical and human properties.	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.
The physical environment can both accommodate and be endangered by human activities.	6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	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.
Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
	6.1.4.B.8	Compare ways people choose to use and divide natural resources.
Advancements in science and technology can have unintended consequences that impact individuals and/or societies.	6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.

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	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	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.
Content Area	Social Studies		
Standard	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.		
Strand	C. Economics, Innovation, and Technology		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
4	People make decisions based on their needs, wants, and the availability of resources.	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.
	Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
		6.1.4.C.4	Describe how supply and demand influence price and output of products.
		6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
	Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.	6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
		6.1.4.C.7	Explain how the availability of private and public goods

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		and services is influenced by the global market and government.
	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.
Availability of resources affects economic outcomes.	6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
	6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
	6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
	6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.	6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
	6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
	6.1.4.C.18	Explain how the development of communications systems

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			has led to increased collaboration and the spread of ideas throughout the United States and the world.
Content Area	Social Studies		
Standard	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.		
Strand	D. History, Culture, and Perspectives		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Individuals and families have unique characteristics.	6.1.P.D.1	Describe characteristics of oneself, one’s family, and others.
		6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
	There are many different cultures within the classroom and community.	6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
		6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
4	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
		6.1.4.D.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.3	Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.

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Key historical events, documents, and individuals led to the development of our nation.	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.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
	6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
	6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
	6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
	6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
Personal, family, and community history is a source of information for individuals about the people and places around them.	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.
	6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.	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.
Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular		
	6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.

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	group of people.	
	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	6.1.4.D.14
		Trace how the American identity evolved over time.
	Cultures struggle to maintain traditions in a changing society.	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.
	Prejudice and discrimination can be obstacles to understanding other cultures.	6.1.4.D.16
		Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	6.1.4.D.17
		Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.	6.1.4.D.18
		Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
	People 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.	6.1.4.D.19
		Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
		6.1.4.D.20
		Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy

21st Century Skills (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

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Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

9.1 PERSONAL FINANCIAL LITERACY

9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.8.D.1

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Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT

9.2.8.B.4 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.5 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

5 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

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Technology Infusion

8.1.5.A.5 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.6 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.5.B.1 Examine ethical considerations **in** the development and production of a product through its life cycle.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

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SECTION IV

Resources and Supplemental Materials

<http://www.teachervision.fen.com/public-speaking/printable/6314.html?detoured=1>

<http://www.schrockguide.net/assessment-and-rubrics.html>

www.njdoe.com www.NJSLS.com

www.Thinkfinity.com

www.eduplace.com

www.kathyschrocks.com

www.teachnology.com

www.natgeokids.com

<http://www.first-school.ws/theme/occasions9.htm>

www.scholastic.com

<http://school.discovery.com/lessonplans/>

www.edutopia.com

www.curriki.com

www.PBLonline.com

www.Neok12.com

www.webquest.org

www.TeachersFirst.com

www.MrDonn.org

www.LessonPlanet.com

www.edHelper.com

www.abcteach.com

www.Squidoo.com

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DIFFERENTIATION			
Special Education	ELL	I&RS	Enrich
<ul style="list-style-type: none"> Modifications & accommodations as listed in the student’s IEP Assign a peer to help keep student on task Modified or reduced assignments Reduce length of assignment for different mode of delivery Increase one to one time Working contract between you and student at risk Prioritize tasks Think in concrete terms and provide hands on tasks Position student near helping peer or have quick access to teacher Anticipate where needs will be Break tests down in smaller increments NJDOE resources 	<ul style="list-style-type: none"> Strategy groups Teacher conferences Graphic organizers Modification plan NJDOE resources Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> Tiered Interventions following I&RS framework I&RS Intervention Bank Foundations Double-Dose (Tier II) NJDOE resources Read 180 System 44 	<ul style="list-style-type: none"> Contents should be modified: abstraction, complexity, variety, organization Process should be modified: higher order thinking skills, open-ended thinking, discovery Products should be modified: real world problems, audiences, deadlines, evaluation, transformations Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied Activities aligned with above grade level text using DRA results Jr. Great Books Library Activities NJDOE resources
CROSS CURRICULAR RESOURCES			
The Amistad Commission’s Literacy components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf			
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm			

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Technology Infusion

Grades K - 5

Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others

Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

K Students With guidance and support from adults, explore a variety of **digital** tools to produce and publish writing, including in collaboration with peers.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Grade 1 Students With guidance and support from adults, explore a variety of **digital** tools to produce and publish writing, including in collaboration with peers.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Grade 2 Students With guidance and support from adults, explore a variety of **digital** tools to produce and publish writing, including in collaboration with peers.

Use glossaries and beginning dictionaries, both print and **digital**, to determine or clarify the meaning of words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Grade 3 Students With guidance and support from adults, use **technology** to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others

Recall information from experiences or gather information from print and **digital** sources; take brief notes on sources and sort evidence into provided categories.

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Use glossaries or beginning dictionaries, both print and **digital**, to determine or clarify the meaning of words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Grade 4 Students With some guidance and support from adults, use **technology**, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

Recall relevant information from experiences or gather relevant information from print and **digital** sources; take notes and categorize information, and provide a list of sources.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and **digital**, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Grade 5 Students With some guidance and support from adults, use **technology**, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

Recall relevant information from experiences or gather relevant information from print and **digital** sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and **digital**, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Draw on information from multiple print or **digital** sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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Evidence of Student Learning
<ul style="list-style-type: none">• Evaluation rubrics• Self-reflections• Teacher-student conferences• Running records• Students' published pieces• Unit tests/Projects• Quizzes
<p style="text-align: center;">21st Century Skills (The ones that apply to this unit are in bold)</p> <ul style="list-style-type: none">• Creativity & Innovation• Critical Thinking & Problem Solving• Communication & Collaboration• Media Literacy• Information Literacy
<p style="text-align: center;">21st Century Skills (The ones that apply to this unit are in bold)</p> <ul style="list-style-type: none">• Global Awareness• Financial, Economic, Business, and Entrepreneurial Literacy• Civic Literacy• Health Literacy• Environmental Literacy

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Career Ready Practices

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
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- CRP11. Use technology to enhance productivity.
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9.1 PERSONAL FINANCIAL LITERACY

9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.8.D.1

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Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

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Technology Infusion

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8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting