

# Social Studies

## 2nd Grade

**Prepared by:**

**Meghan Martinez**

***Superintendent of Schools:***

**Marie C. Cirasella, Ed.D.**

**Approved by the Midland Park Board of Education on**

**April 19, 2022**

**Born on Date April 18, 2022**

# TITLE

## Course Description:

To begin the year, students will explore their local community and learn that a community is a place where people live, work, learn, and play. Students will study various types of communities (urban, suburban, and rural), and how people use transportation to move about in communities and use communication to share ideas. Students will also examine rules and laws and how they function to keep communities running safely for the common good. This unit is supplemented by a walking trip around Midland Park where the students meet and see the people and places in their community, and learn about its history.

In the next unit, students will explore in depth the people and places in a community. They will differentiate between needs and wants. Students will discover that their needs and wants are provided by community workers making and selling goods or providing services. Students will also identify the necessity for earning and using money to obtain what they need or want. They will gain an understanding of the importance of saving versus spending money.

During the third unit of study, students will examine and understand how and why maps and globes are used. The various components of maps and globes, such as landforms, waterways, map keys, cultural and natural symbols, and other symbols will be studied. Students will understand the world is divided into many countries, each with their own government, languages, people, customs, and laws. Students will explore how the Earth is divided into hemispheres and learn how to use directional words (North, South, East and West) while describing location. Students will also be asked to use a compass rose and identify specific locations.

The fourth unit continues to explore maps and globes. The students will dig deeper into geography as they explore continents and oceans. They will also closely study the United States of America and specifically New Jersey, paying close attention to map keys and symbols. Natural and cultural features will be examined, as well as the reasons for their specific locations. Neighboring states and countries and how they impact the United States will be explored. Students will locate our state and country's capital, as well as those of neighboring states and countries. By the end of the unit, students will be able to name their complete global address (continent, country, state, town, street address). Embedded in this unit will be the discussions of different cultures, heritages and traditions from around the world and how they are honored here in our community.

In the final unit, students will be introduced to the workings of our country's government. They will explore what it means to be a citizen and the rights and responsibilities of being one. Students will delve into the voting process and apply their knowledge to create a mock election. They will understand the importance of bills and laws and how they are created. They will apply that knowledge and their understanding of the parts of our government to draft a bill and create a new law in the classroom. Our country's history, landmarks, and historical documents will be examined and related to our world today. While studying our past important leaders, students will explore how these individuals helped change the views and values of peoples' lives in respect to the Amistad and Holocaust Mandate. Students will also study the Native American people and understand why it is important to recognize and respect these cultures.

## Course Sequence:

Unit 1: Exploring Communities

Unit 2: Wants and Needs

Unit 3: Exploring Maps and Globes

Unit 4: Exploring our World, Country, and State

Unit 5: Our Country's Government and Histories' Leaders

## Pre-requisite:

Kindergarten and First Grade Social Studies

|   |  |
|---|--|
| <b>Content Area:</b> Social Studies   |  |
| <b>Unit Title:</b> Exploring Communities  |  |
| <b>Grade Level:</b> 2nd Grade   |  |
| <b>Core Ideas:</b> Students will explore their local community and learn that a community is a place where people live, work, learn, and play. Students will study various types of communities (urban, suburban, and rural), and how people use transportation to move about in communities and use communication to share ideas. Students will also examine rules and laws and how they function to keep communities running safely for the common good. This unit is supplemented by a walking trip around Midland Park where the students meet and see the people and places in their community, and learn about its history. |  |
|   |  |
| <b>Standards (Content and Technology):</b>  |  |
| <b>CPI#:</b>  | <b>Statement:</b>  |
| <b>Performance Expectations (NJSLs)</b>   |  |
| 6.1.2.CivicsPI.1  | Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).   |
| 6.1.2.CivicsPI.2  | Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.                                    |
| 6.1.2.CivicsPI.3  | Explain how individuals work with different levels of government to make rules.  |
| 6.1.2.CivicsPI.4  | Explain how all people, not just official leaders, play important roles in a community.  |
| 6.1.2.CivicsPI.5  | Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.  |
| 6.1.2.CivicsPR.1  | Determine what makes a good rule or law.   |
| 6.1.2.CivicsPR.2  | Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.  |
| 6.1.2.CivicsPR.3:   | Analyze classroom rules and routines and describe how they are designed to benefit the common good.  |
| 6.1.2.CivicsPR.4  | Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.      |
| 6.1.2.Geo.SV.2  | Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom)                           |
| 6.1.2.Geo.SV.3  | Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).    |
| 6.1.2.Geo.SV.4  | Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought). |
| 6.1.2.Geo.GI.1  | Explain why and how people, goods, and ideas move from place to place  |
| 6.1.2.EconET.5  | Describe how local and state governments make decisions that affect individuals and the community.   |
| <b>Career Readiness, Life Literacies, and Key Skills</b>  |  |
| 9.1.2.CR.1  | Recognize ways to volunteer in the classroom, school and community.  |
| 9.1.2.CR.2  | List ways to give back, including making donations, volunteering, and starting a business.   |
| 9.1.2.CAP.1   | Make a list of different types of jobs and describe the skills associated with each job.   |

|   |  |
|---|--|
| 9.4.2.GCA:1   | Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).   |
| 9.4.2.IML.1   | Identify a simple search term to find information in a search engine or digital resource.  |
| <b>Computer Science and Design Thinking</b>   |  |
| 8.1.2.CS.1  | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.   |
| 8.1.2.NI.1  | Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.  |
| 8.1.2.NI.2  | Describe how the Internet enables individuals to connect with others worldwide.  |
| 8.1.2.DA.1  | Collect and present data, including climate change data, in various visual formats.  |
| 8.2.2.ITH.1   | Identify products that are designed to meet human wants or needs.  |
| 8.2.2.ITH.2   | Explain the purpose of a product and its value.  |
| 8.2.2.ITH.3   | Identify how technology impacts or improves life.  |
| 8.2.2.ITH.4   | Identify how various tools reduce work and improve daily tasks.  |
| <b>Intercultural Statements (Amistad, Holocaust, LGBT, SEL)</b>   |  |
| SEL:<br>Self-Awareness  | <ul style="list-style-type: none"> <li>Recognize one's feelings and thoughts</li> <li>Recognize the impact of one's feelings and thoughts on one's own behavior</li> </ul>   |
| SEL: Social Awareness   | <ul style="list-style-type: none"> <li>Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li> </ul>   |
| SEL: Responsible Decision Making  | <ul style="list-style-type: none"> <li>Evaluate personal, ethical, safety and civic impact of decisions</li> </ul>   |
| Diversity and Inclusion   | <ul style="list-style-type: none"> <li>Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance</li> </ul> |
| <b>Interdisciplinary Connection</b>   |  |
| NJSLSA.R7   | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| RL.2.7  | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| W.2.8   | Recall information from experiences or gather information from provided sources to answer a question.  |
| NJSLSA.SL1  | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| NJSLSA.SL2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| <div> <div> <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>How do maps, globes, and atlases help people and how can we use them?</li> <li>What is a community and how is that term related to the place where we live?</li> <li>What modes of transportation are there and how do they help various communities around the world?</li> <li>How do we communicate with others in verbal and nonverbal methods?</li> <li>How do various communities differ and what are their similarities?</li> <li>How do community helpers work to meet the needs of community members?</li> </ul> </div> <div> <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will explore tools that will be used to learn about ourselves, others, and the rules around us.</li> <li>Students will define the vocabulary term <i>community</i> and explore maps of a community.</li> <li>Identify types of transportation and classify types of transportation based on community needs and locations.</li> <li>Discuss and define communication and chart methods of verbal and nonverbal forms of communication.</li> <li>Differentiate between rules and laws that serve to keep communities safe and orderly.</li> <li>Identify 3 types of communities and characteristics of each.</li> </ul> </div> </div> |  |

|  |   | <ul style="list-style-type: none"> <li>Explore the responsibilities of community workers and evaluate the needs of a community.</li> </ul>  |                    |
|--|---|---|--------------------|
| <b>Formative Assessments:</b> Observations, Questioning, Discussion, Exit tickets, Graphic organizer, Collages, Flipbook project, Activity sheets, Kahoot<br><b>Summative/Benchmark Assessment(s):</b> Unit 1 test<br><b>Alternative Assessments:</b> Activity sheets, question and answering, Unit projects |   |   |                    |
| <b>Resources/Materials:</b><br>Second Grade Student Learning Standards, Social Studies Unit read aloud books, Country Mouse, City Mouse, various maps, globes, atlases, Types of communities flip book activity sheet, Brainpop  |   | <b>Key Vocabulary:</b><br>Map, globe, atlas, community, transportation, goods, communication, rules, laws, suburban, rural, community helpers, needs  |                    |
| Lesson Name/Topic  | Student Learning Objective(s)   | Suggested Tasks/Activities:   | Day(s) to Complete |
| Introduction to social studies   | Students will explore tools that will be used to learn about ourselves, others, and the rules around us.      | <ul style="list-style-type: none"> <li>Introduction to Social Studies Activities: Classes will discuss what is Social Studies</li> <li>Classes will be introduced to materials that are used within the Social Studies curriculum. (Maps, Globes, Atlases)</li> <li>Students will identify where they are in relation to the world.</li> </ul>  | 1Day               |
| Introduction to communities  | Students will define the vocabulary term <i>community</i> and explore maps of a community.                    | <ul style="list-style-type: none"> <li>Class will discuss and define the key word of community</li> <li>Given a community map, students will find and discuss important parts of communities; schools, homes, stores, library, fire and police stations</li> <li>Classes will relate the idea of community within their own community of Midland Park, NJ</li> <li>Brainpop Jr: Communities</li> </ul>          | 1 Day              |
| Trans-<br>portation  | Identify types of transportation and classify types of transportation based on community needs and locations. | <ul style="list-style-type: none"> <li>Discuss, define, and chart modes of transportation</li> <li>Create collages of types of transportation</li> <li>Identify how transportation helps move goods and resources in a community</li> <li>Learn how countries exchange goods by using barges.</li> <li>Students will identify the types of transportation that they see used in their own community.</li> </ul> | 3 Days             |

|  |  |   |        |
|--|--|---|--------|
| Communi-<br>cation                       | Discuss and define communication and chart methods of verbal and nonverbal forms of communication. | <ul style="list-style-type: none"> <li>Students will identify and describe ways of communication.</li> <li>Classes will discuss verbal and nonverbal forms of communication.</li> <li>Talk, look and listen activity guide.</li> </ul>  | 1 Day  |
| Rules and<br>Laws                        | Differentiate between rules and laws that serve to keep communities safe and orderly.              | <ul style="list-style-type: none"> <li>Class will discuss and identify the difference of rules and laws.</li> <li>Classes will use multimedia resources to identify how and who creates laws.</li> <li>Students will identify who enforces laws in a community.</li> <li>Students will sort rules and laws and create illustrations of rules and laws that are followed.</li> </ul> | 1Day   |
| Types of<br>Communities                  | Identify 3 types of communities and characteristics of each.                                       | <ul style="list-style-type: none"> <li>Classes will discuss, define and chart types of communities: city, town, farm, urban, suburban, rural.</li> <li>Students will complete a flip book project to identify and describe various types of communities.</li> <li>Students will identify what type of a community that they live in.</li> </ul>                                     | 3 Days |
| People and<br>places in the<br>community | Explore the responsibilities of community workers and evaluate the needs of a community.           | <ul style="list-style-type: none"> <li>Career Day activities</li> <li>Discuss and chart community workers in a community and discuss their responsibilities.</li> <li>Brainpop: Community Helpers</li> <li>Identify and discuss the needs of a community and how they are met.</li> </ul>   | 1 Day  |
| Review of<br>Unit<br>Concepts            | Review concepts covered in Unit 1  | <ul style="list-style-type: none"> <li>Study Guides will be given to students as a resource.</li> <li>Kahoot Activities to review concepts learned in Unit 1.</li> </ul>  | 2 Days |
| Unit 1<br>Assessment                     | Demonstrate knowledge gained in Unit 1   | Assessment  | 1 Day  |

**Teacher Notes:** Field Trip notes/memos for Community Walk field trip

**Additional Resources:**

Second Grade Student Learning Standards: Social Studies BrainPop Jr: Communities BrainPop Jr: Rights and Responsibilities

| Students with Disabilities  | English Language Learners  | Gifted and Talented Students  | Students at Risk  | 504 Students  |
|---|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions, and permit drawing as an explanation</li> <li>• Consult with Case Managers and follow IEP accommodations /modifications</li> <li>• Pre Teach vocabulary</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> </ul> | <ul style="list-style-type: none"> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Provide Visual Aids that are labeled with vocabulary terms</li> <li>• Pre Teach vocabulary</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> </ul> | <ul style="list-style-type: none"> <li>• Provide extension activities</li> <li>• Build on students' intrinsic motivations</li> <li>• Provide Higher level questions</li> <li>• Provide Open Ended Questions</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> </ul> | <ul style="list-style-type: none"> <li>• Provide extended time to complete tasks</li> <li>• Consult with Guidance Counselors and follow I&amp;RS procedures/ action plans</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> <li>• Pre Teach vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Consult with 504 Plan for modifications and accommodations</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> <li>• Pre Teach vocabulary</li> </ul> |

## Unit 2

**Content Area:** Social Studies

**Unit Title:** Needs and Wants

**Grade Level:** 2nd Grade

### Core Ideas:

Students will explore in depth the people and places in a community. They will differentiate between needs and wants. Students will discover that their needs and wants are provided by community workers making and selling goods or providing services. Students will also identify the necessity for earning and using money to obtain what they need or want. They will gain an understanding of the importance of saving versus spending money.

### Standards (Content and Technology):

**CPI#:**

**Statement:**

### Performance Expectations (NJSLs)

|                    |  |
|--------------------|--|
| 6.1.2.EconET.<br>1 | Explain the difference between needs and wants.  |
| 6.1.2.EconET.<br>2 | Cite examples of choices people make when resources are scarce.  |
| 6.1.2.EconET.<br>3 | Describe how supply and demand influence price and output of products.   |
| 6.1.2.EconET.<br>4 | Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.  |
| 6.1.2.EconEM.<br>1 | Describe the skills and knowledge required to produce specific goods and services.   |
| 6.1.2.EconEM.<br>2 | Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. |

|   |  |
|---|--|
| 6.1.2.EconEM.3:   | Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).  |
| 6.1.2.EconNE.1  | Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions   |
| 6.1.2.EconNE.2  | Describe examples of goods and services that governments provide   |
| 6.1.2.EconGE.1  | Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.  |
| 6.1.2.EconGE.2  | Explain why people in one country trade goods and services with people in other countries  |
| <b>Career Readiness, Life Literacies, and Key Skills</b>  |  |
| 9.1.2.FP.1  | Explain how emotions influence whether a person spends or saves  |
| 9.1.2.FP.3  | Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).   |
| 9.1.2.PB.1  | Determine various ways to save and places in the local community that help people save and accumulate money over time.   |
| 9.1.2.PB.2  | Explain why an individual would choose to save money.  |
| 9.1.2.CAP.2   | Explain why employers are willing to pay individuals to work.  |
| <b>Computer Science and Design Thinking</b>   |  |
| 8.1.2.NI.2  | Describe how the Internet enables individuals to connect with others worldwide.  |
| 8.1.2.DA.1  | Collect and present data, including climate change data, in various visual formats.  |
| 8.2.2.ITH.1   | Identify products that are designed to meet human wants or needs.  |
| 8.2.2.ETW.2   | Identify the natural resources needed to create a product.   |
| 8.2.2.EC.1  | Identify and compare technology used in different schools, communities, regions, and parts of the world.   |
| <b>Intercultural Statements (Amistad, Holocaust, LGBT, SEL)</b>   |  |
| SEL: Self-Management  | <ul style="list-style-type: none"> <li>Recognize the skills needed to establish and achieve personal and educational goals</li> <li>Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.</li> </ul>             |
| SEL: Responsible Decision Making  | <ul style="list-style-type: none"> <li>Develop, implement and model effective problem solving and critical thinking skills.</li> <li>Identify the consequences associated with one's actions in order to make constructive choices.</li> </ul>                           |
| Diversity and Inclusion Law   | <ul style="list-style-type: none"> <li>Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance</li> </ul> |
| <b>Interdisciplinary Connection</b>   |  |
| NJSLSA.R7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| W.2.8.  | Recall information from experiences or gather information from provided sources to answer a question.  |
| NJSLSA.SL1.   | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| NJSLSA.SL2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>What are the various needs and wants in a community?</li> <li>How does a community meet the needs and wants of the people by providing goods and services?</li> <li>What is the difference between producers and consumers?</li> <li>How do the people that work in a community keep the community a safe and happy place to live?</li> <li>How has the exchange of money changed over time?</li> <li>What are the benefits of earning and saving money?</li> </ul>   |  |
| <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will define and differentiate between needs and wants.</li> <li>Students will define and differentiate between goods and services, producers and consumers.</li> <li>Students will identify how the exchange of money has changed over time.</li> <li>Students will understand the importance of using their money to purchase needs and wants.</li> <li>Students will identify that people trade goods between countries and will identify goods that are sold and bought from abroad.</li> </ul> |  |



- Why and how do we exchange goods with other countries?

**Formative Assessments:** Exit Tickets, activity sheets, questions and answers, projects

**Summative/Benchmark Assessment(s):** Unit Assessment

**Alternative Assessments:** Projects, Verbal answers in place of written responses

**Resources/Materials:**

Consumers and Producers by Ellen K. Mitten

Need it or Want it by Colleen Hord

Brain Pop

Unit Activity Sheets

**Key Vocabulary:**

Service, goods, producer, consumer, wants, needs, factory, bank, import, export

| Lesson Name/Topic  | Student Learning Objective(s)   | Suggested Tasks/Activities:   | Day(s) to Complete |
|--------------------|---|---|--------------------|
| Needs and Wants    | Students will define and differentiate between needs and wants.   | <ul style="list-style-type: none"> <li>● Discuss and Define needs and wants</li> <li>● Read and discuss: <i>Need it or Want it?</i> by</li> <li>● Needs and wants activity sort</li> <li>● Brainpop Jr: Needs and Wants</li> </ul>  | 3 Days             |
| Goods and Services | Students will define and differentiate between goods and services, producers and consumers.   | <ul style="list-style-type: none"> <li>● Learn and define key words: Goods, producers, consumers</li> <li>● List places in a community where people make goods and buy goods</li> <li>● Define services</li> <li>● List places in the community that provide services</li> <li>● T-chart of goods and services</li> <li>● Play charades with goods and services</li> <li>● sort pictures of goods and services</li> <li>● Identify workers that provide services</li> <li>● Brainpop Jr: Goods and Services</li> <li>● Producers and consumers</li> <li>● T-chart activity sheet</li> </ul> | 3 Days             |
| Using Money        | Students will identify how the exchange of money has changed over time. Students will understand the importance of using their money to purchase needs and wants. | <ul style="list-style-type: none"> <li>● Use multimedia resources to identify how people have exchanged for goods: purchase, borrow, barter</li> <li>● Classes will discuss how people pay for goods and services in current times; money, credit card, electronic transfers.</li> <li>● Identify why people need money</li> <li>● What do people spend money on</li> <li>● how do people earn money</li> </ul>   | 2 Days             |

|                        |  |   |       |
|------------------------|--|---|-------|
|                        |  | <ul style="list-style-type: none"> <li>• Discuss saving vs. spending</li> <li>• Brainpop Vide: Spending and Saving</li> <li>• Activity sheet: Making, saving and spending money activity guide</li> </ul>                                   |       |
| Import/Export of Goods | Students will identify that people trade goods between countries and will identify goods that are sold and bought from abroad. | <ul style="list-style-type: none"> <li>• Classes will look at goods that are bought from various countries.</li> <li>• Identify key words of import and export.</li> <li>• Identify how goods are transported between countries.</li> </ul> | 1 Day |
| Unit 2 Review          | Review concepts covered in Unit 2  | Study guide <ul style="list-style-type: none"> <li>• Kahoot</li> </ul>  | 1 Day |
| Unit 2 Assessment      | Demonstrate knowledge gained in Unit 2   | Unit 2 Assessment   | 1 Day |

**Teacher Notes:** N/A**Additional Resources:**

Second Grade Student Learning Standards  
Social Studies BrainPop Jr: Economics

| Students with Disabilities  | English Language Learners  | Gifted and Talented Students  | Students at Risk  | 505 Students  |
|---|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions, and permit drawing as an explanation</li> <li>• Consult with Case Managers and follow IEP accommodations /modifications</li> <li>• Pre Teach vocabulary</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> </ul> | <ul style="list-style-type: none"> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Provide Visual Aids that are labeled with vocabulary terms</li> <li>• Pre Teach vocabulary</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> </ul> | <ul style="list-style-type: none"> <li>• Provide extension activities</li> <li>• Build on students' intrinsic motivations</li> <li>• Provide Higher level questions</li> <li>• Provide Open Ended Questions</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> </ul> | <ul style="list-style-type: none"> <li>• Provide extended time to complete tasks</li> <li>• Consult with Guidance Counselors and follow I&amp;RS procedures/ action plans</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> <li>• Pre Teach vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Consult with 504 Plan for modifications and accommodations</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> <li>• Pre Teach vocabulary</li> </ul> |

**Unit 3****Content Area:** Social Studies**Unit Title:** Exploring Maps and Globes

|   |  |
|---|--|
| <b>Grade Level: 2nd Grade</b>   |  |
| <b>Core Ideas:</b> Students will examine and understand how and why maps and globes are used. The various components of maps and globes, such as landforms, waterways, map keys, cultural and natural symbols, and other symbols will be studied. Students will understand the world is divided into many countries, each with their own government, languages, people, customs, and laws. Students will explore how the Earth is divided into hemispheres and learn how to use directional words (North, South, East and West) while describing location. Students will also be asked to use a compass rose and identify specific locations. |  |
| <b>Standards (Content and Technology):</b>  |  |
| <b>CPI#:</b>  | <b>Statement:</b>  |
| <b>Performance Expectations (NJSLs)</b>   |  |
| 6.1.2.GeoPP.1   | Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).                    |
| 6.1.2.Geo.SV.1  | Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).   |
| 6.1.2.Geo.SV.2  | Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).  |
| 6.1.2.Geo.SV.3  | Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).                      |
| 6.1.2.Geo.SV.4  | Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).                   |
| <b>Career Readiness, Life Literacies, and Key Skills</b>  |  |
| 9.1.2.CAP.1   | Make a list of different types of jobs and describe the skills associated with each job.   |
| 9.4.2.IML.1   | Identify a simple search term to find information in a search engine or digital resource.  |
| <b>Computer Science and Design Thinking</b>   |  |
| 8.1.2.CS.1  | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.   |
| 8.1.2.DA.1  | Collect and present data, including climate change data, in various visual formats.  |
| 8.1.2.AP.2  | Model the way programs store and manipulate data by using numbers or other symbols to represent information.   |
| 8.2.2.ETW.2   | Identify the natural resources needed to create a product.   |
| <b>Intercultural Statements (Amistad, Holocaust, LGBT, SEL)</b>   |  |
| SEL:<br>Self-Awareness  | <ul style="list-style-type: none"> <li>Recognize the importance of self-confidence in handling daily tasks and challenges.</li> </ul>  |
| SEL:<br>Relationship Skills   | <ul style="list-style-type: none"> <li>Utilize positive communication and social skills to interact effectively with others.</li> </ul>  |
| <b>Interdisciplinary Connection</b>   |  |
| NJSLSA.R7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| RL.2.7.   | Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot.                                    |
| W.2.8.  | Recall information from experiences or gather information from provided sources to answer a question.  |
| NJSLSA.SL1  | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| NJSLSA.SL2.   | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>How are maps and globes a representation of the earth?</li> <li>What are natural and cultural features?</li> <li>How do we find a specific location on a map or globe?</li> </ul>   |  |
| <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will differentiate between different map views and use the colors and symbols to help read and understand maps.</li> <li>Students will define and list natural features on a map and create symbols for them.</li> </ul>   |  |

|   |  |  |                           |
|---|--|--|---------------------------|
| <ul style="list-style-type: none"><li>• What is a compass rose and how do we use it to find locations on a map?</li><li>• What makes a location a good place to live?</li></ul>                             |  | <ul style="list-style-type: none"><li>• Students will define and list cultural features on a map and create symbols for them.</li><li>• Students will practice locating places on a community map using street names and landmarks.</li><li>• Students will practice locating places on a world map using a compass rose.</li></ul>  |                           |
| <b>Formative Assessments:</b> Observation, Questioning, Discussion, Exit tickets, Activity sheets<br><b>Summative/Benchmark Assessment(s):</b> Unit 3 test<br><b>Alternative Assessments:</b> Kahoot, Bingo |  |  |                           |
| <b>Resources/Materials:</b><br>Maps, Atlases, Globes, Brainpop, Picture Books related to the topic, activity sheets, compasses  |  | <b>Key Vocabulary:</b><br>Eye-level view, Bird’s eye view, Map view, continents, oceans, map key, symbol, natural resources, cultural resources, globe, north pole, south pole, equator, Compass rose, north, south, east, west,   |                           |
| <b>Lesson Name/Topic</b>  | <b>Student Learning Objective(s)</b>   | <b>Suggested Tasks/Activities:</b>   | <b>Day(s) to Complete</b> |
| Exploring maps  | Students will differentiate between different map views and use the colors and symbols to help read and understand maps. | <ul style="list-style-type: none"><li>• Map views :Use atlases to define 3 types of views: Eye level view, Bird’s eye view, Map View</li><li>• Complete three views activity sheet</li><li>• Discuss jobs that create and design maps: cartographer</li><li>• Colors on maps: Differentiate between continents and oceans</li><li>• Using a map. students will locate continents and oceans,</li><li>• Using a map, students will locate countries and states on a map</li><li>• Activity sheet: What Color is it?</li><li>• Map keys: Define and discuss symbols</li><li>• Find symbols when using a world map</li><li>• Verbalize difference between maps and globes</li></ul> | 3 Days                    |
| Natural Features  | Students will define and list natural features on a map and create symbols for them.                                     | <ul style="list-style-type: none"><li>• List natural features (land) discuss what they have in common.</li><li>• Brainpop Video: Landforms</li><li>• Discuss water flow, discuss how rivers and lakes are formed from water flowing down a mountain</li><li>• Identify symbols on a map for natural features.</li></ul>  | 2 Days                    |

Midland Park Public Schools

|                              |   |   |        |
|------------------------------|---|---|--------|
|                              |   | <ul style="list-style-type: none"> <li>Using a blank map, students will draw symbols for natural features</li> </ul>  |        |
| Cultural Features            | Students will define and list cultural features on a map and create symbols for them.       | <ul style="list-style-type: none"> <li>Students will learn and identify cultural features (railroad, highway, schools, hospitals, city)</li> <li>Classes will discuss how roads are designed and engineered.</li> <li>Find cultural symbols on a map and identify symbols that represent each cultural feature</li> <li>Using a blank map, students will draw various cultural features.</li> </ul> | 1 Day  |
| Locating places on a map     | Students will practice locating places on a community map using street names and landmarks. | <ul style="list-style-type: none"> <li>Explore community maps by using directions (up, down, left, right)</li> <li>Practice using a route to give directions to the class.</li> <li>Use grid maps to locate different places quickly</li> </ul>   | 1 Day  |
| North, South, East, and West | Students will practice locating places on a world map using a compass rose.                 | <ul style="list-style-type: none"> <li>Brainpop Jr: Reading Maps</li> <li>Discuss and define key words: North Pole, South Pole, Equator Compass Rose: identify north, south, east and west</li> <li>Identify places on a map using cardinal directions</li> <li>Using a community map, students will practice following routes with cardinal directions</li> </ul>                                  | 2 Days |
| Review of Unit Concepts      | Review concepts covered in Unit 3   | Study guide<br>Bingo  | 1 Day  |
| Unit Assessment              | Unit 3 Assessment   |   |        |

**Teacher Notes:** N/A

**Additional Resources:** N/A

| Students with Disabilities  | English Language Learners  | Gifted and Talented Students   | Students at Risk  | 506 Students  |
|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer</li> </ul> | <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> </ul> | <ul style="list-style-type: none"> <li>Provide extension activities</li> <li>Build on students' intrinsic motivations</li> </ul> | <ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Consult with Guidance Counselors and</li> </ul> | <ul style="list-style-type: none"> <li>Consult with 504 Plan for modifications and accommodations</li> <li>Rephrase questions,</li> </ul> |

|  |  |   |  |  |
|--|--|---|--|--|
| questions, and permit drawing as an explanation <ul style="list-style-type: none"> <li>Consult with Case Managers and follow IEP accommodations /modifications</li> <li>Pre Teach vocabulary</li> <li>Provide multimedia resources such as apps, picture books, etc</li> </ul> | <ul style="list-style-type: none"> <li>Allow extended time to answer questions</li> <li>Provide Visual Aids that are labeled with vocabulary terms</li> <li>Pre Teach vocabulary</li> <li>Provide multimedia resources such as apps, picture books, etc</li> </ul> | <ul style="list-style-type: none"> <li>Provide Higher level questions</li> <li>Provide Open Ended Questions</li> <li>Provide multimedia resources such as apps, picture books, etc</li> </ul> | follow I&RS procedures/ action plans <ul style="list-style-type: none"> <li>Provide multimedia resources such as apps, picture books, etc</li> <li>Pre Teach vocabulary</li> </ul> | directions, and explanations <ul style="list-style-type: none"> <li>Provide multimedia resources such as apps, picture books, etc</li> <li>Pre Teach vocabulary</li> </ul> |
|--|--|---|--|--|

### Unit 4

**Content Area:** Social Studies

**Unit Title:** World, Country and State

**Grade Level:** 2nd Grade

**Core Ideas:** This unit continues to explore maps and globes. The students will dig deeper into geography as they explore continents and oceans. They will also closely study the United States of America and specifically New Jersey, paying close attention to map keys and symbols. Natural and cultural features will be examined, as well as the reasons for their specific locations. Neighboring states and countries and how they impact the United States will be explored. Students will locate our state and country's capital, as well as those of neighboring states and countries. By the end of the unit, students will be able to name their complete global address (continent, country, state, town, street address). Embedded in this unit will be the discussions of different cultures, heritages and traditions from around the world and how they are honored here in our community.

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

**Performance Expectations (NJSLs)**

|                   |   |
|-------------------|---|
| 6.1.2.Civics.PI.4 | Explain how all people, not just official leaders, play important roles in a community.   |
| 6.1.2.Civics.PI.5 | Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.   |
| 6.1.2.Geo.SV.1    | Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).: •   |
| 6.1.2.Geo.SV.2    | Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).                       |
| 6.1.2.Geo.SV.3    | Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). |
| 6.1.2.Geo.HE.2    | Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).               |
| 6.1.2.Geo.HE.3    | Identify cultural and environmental characteristics of different regions in New Jersey and the United States.   |
| 6.1.2.Geo.HE.4    | Investigate the relationship between the physical environment of a place and the economic activities found there  |

|   |   |
|---|---|
|   |   |
| 6.1.2.Geo.GI.1  | Explain why and how people, goods, and ideas move from place to place.  |
| 6.1.2.Geo.GI.2  | Use technology to understand the culture and physical characteristics of regions.   |
| 6.1.2.EconET.2  | Cite examples of choices people make when resources are scarce  |
| 6.1.2.EconNE.1  | Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.   |
| 6.1.2.HistoryUP.2   | Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture   |
| 6.3.2.GeoGI.1   | Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.   |
| 6.3.2.GeoGI.2   | Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.   |
| <b>Career Readiness, Life Literacies, and Key Skills</b>  |   |
| 9.1.2.CR.1  | Recognize ways to volunteer in the classroom, school and community.   |
| 9.1.2.CAP.1   | Make a list of different types of jobs and describe the skills associated with each job.  |
| 9.4.2.CI.2:   | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)  |
| 9.4.2.CT.1  | Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).  |
| 9.4.2.IML.1   | Identify a simple search term to find information in a search engine or digital resource.   |
| <b>Computer Science and Design Thinking</b>   |   |
| 8.1.2.CS.1  | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.  |
| 8.1.2.NI.1  | Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.   |
| 8.1.2.NI.2  | Describe how the Internet enables individuals to connect with others worldwide.   |
| 8.2.2.ITH.1   | Identify products that are designed to meet human wants or needs.   |
| 8.2.2.ETW.2   | Identify the natural resources needed to create a product.  |
| 8.2.2.ETW.3   | Describe or model the system used for recycling technology.   |
| 8.2.2.ETW.4   | Explain how the disposal of or reusing a product affects the local and global environment.  |
| 8.2.2.EC.1  | Identify and compare technology used in different schools, communities, regions, and parts of the world.  |
| <b>Intercultural Statements (Amistad, Holocaust, LGBT, SEL)</b>   |   |
| SEL: Social Awareness   | <ul style="list-style-type: none"> <li>Recognize and identify the thoughts, feelings, and perspective of others</li> <li>Demonstrate an awareness of the difference among individuals, groups and others' cultural backgrounds</li> </ul> |
| SEL: Responsible Decision Making  | <ul style="list-style-type: none"> <li>Identify the consequences associated with one's actions in order to make constructive choices</li> <li>Evaluate personal, ethical, safety and civic impact of decisions</li> </ul>                 |
| <b>Interdisciplinary Connection</b>   |   |
| NJSLSA.R7   | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| RL.2.7.   | Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot.   |
| W.2.8.  | Recall information from experiences or gather information from provided sources to answer a question.   |
| NJSLSA.SL1  | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  |
| NJSLSA.SL2.   | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>What are the various continents and oceans on our planets and how are they represented on a map and globe?</li> </ul> |   |
| <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will identify all continents and oceans and where they are located on a map.</li> </ul>                    |   |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• What are various cultures from around the world and how do we honor and celebrate them?</li> <li>• What is the capital of our country and how are capitals represented on maps?</li> <li>• What are natural features and how are they represented on maps?</li> <li>• What Natural resources does our country produce and trade?</li> <li>• How can we conserve and protect our natural resources?</li> <li>• What are cultural features and how are they represented on a map?</li> <li>• What is my global address and what are the various ways that I can describe my location?</li> </ul> | <ul style="list-style-type: none"> <li>• Students will explore various cultures found in different parts of the world.</li> <li>• Students will locate the United States, the capital, and neighboring countries on a global map. Students will explore map keys and symbols on a US map.</li> <li>• Students will locate and create symbols of natural features found on a US map.</li> <li>• Students will identify natural resources found in the United States and analyze why they are important and how we can conserve them.</li> <li>• Students will create a poster to persuade their community to conserve natural resources and recycle.</li> <li>• Students will locate and create symbols of cultural features found on a US map.</li> <li>• Students will locate NJ, the capital, and neighboring states on a US map.</li> </ul> |
|---|--|

**Formative Assessments:** Observation, Questioning, Discussion, Exit tickets, Activity sheets, Kahoot

**Summative/Benchmark Assessment(s):** Unit Assessment

**Alternative Assessments:** Geography puzzles, Global address project

**Resources/Materials:**

Brainpop, Maps, Globes, Global Address Activity pages, Country/Stare puzzles, Picture Books celebrating Asian American Pacific Islander Heritage

**Key Vocabulary:**

Continents, oceans, Asian American Pacific Islander Heritage Month, capitals, natural features, natural resources, reduce, reuse, recycle, cultural features

| Lesson Name/Topic                   | Student Learning Objective(s)   | Suggested Tasks/Activities:   | Day(s) to Complete  |
|-------------------------------------|---|---|---|
| Our world                           | Students will identify all continents and oceans and where they are located on a map.   | <ul style="list-style-type: none"> <li>• Brainpop: Continents and Oceans</li> <li>• Students will list and locate:<br/>7 continents<br/>5 oceans</li> </ul>   | 1 Day   |
| Different cultures around the world | Students will explore various cultures found in different parts of the world.   | <ul style="list-style-type: none"> <li>• Asian American Pacific Islander Heritage Month Lessons and Activities to honor heritage and culture (assemblies, Chinese New Year, Picture Books, Etc)</li> <li>• Students will locate various cultures and and countries bu using a map and globe</li> </ul>              | 1 Day in addition to holiday celebrations and assemblies embedded throughout the year |
| Our country on a map                | Students will locate the United States, the capital, and neighboring countries on a global map. Students will explore map keys and symbols on a US map. | <ul style="list-style-type: none"> <li>• Using a world map: students will locate our country, capitals and neighboring countries using cardinal directions.</li> <li>• While exploring a US map, students will identify coastline, river, lake, mountain, city and state boundary symbols and locations.</li> </ul> | 1 Day   |



|  |  |   |        |
|--|--|---|--------|
|  |  | <ul style="list-style-type: none"> <li>Students will locate states and identify neighboring states using cardinal directions.</li> </ul>  |        |
| Natural features in the United States  | Students will locate and create symbols of natural features found on a US map.   | <ul style="list-style-type: none"> <li>Review natural features/ list</li> <li>Students will trace and draw symbols of natural resources</li> <li>Classes will identify locations of the United States and neighboring countries</li> </ul>  | 1 Day  |
| Natural resources in the United States | Students will identify natural resources found in the United States and analyze why they are important and how we can conserve them.<br>Students will create a poster to persuade their community to conserve natural resources and recycle. | <ul style="list-style-type: none"> <li>Classes will discuss and define "Natural Resources"</li> <li>Brainpop Video: Natural Resources</li> <li>Classes will discuss ways to Reduce, reuse, and recycle.</li> <li>Create posters to promote a "green" lifestyle</li> <li>Students will complete activity "Using a resource map"</li> <li>Exit Slips will be used to assess understanding</li> </ul>  | 1 Day  |
| Cultural features in the United States | Students will locate and create symbols of cultural features found on a US map.  | <ul style="list-style-type: none"> <li>Review definitions and examples of cultural features</li> <li>Locate cultural features on a map: cities, State Capital, Country Capital, State boundary, Country Boundary</li> <li>Notice symbols of cultural features: star, dot, thin line, thick line</li> <li>Locate our state and capital</li> <li>Use a map to find other states and capitals</li> <li>State and capital puzzle match (whole class challenge)</li> </ul> | 1 Day  |
| Our state                              | Students will locate NJ, the capital, and neighboring states on a US map.  | <ul style="list-style-type: none"> <li>Review that there are 50 states in our country</li> <li>Review our state and capital and those that work there</li> <li>Locate NJ on a US map</li> <li>Locate neighboring states</li> <li>Discuss Global address</li> </ul>  | 1 Day  |
| Global address project                 | Students will create a project to demonstrate their global addresses   | <ul style="list-style-type: none"> <li>Students will create a project analyzing their place in the world which will include: planet, continent, country, state, city, and street address</li> </ul>   | 2 Days |
| Unit 4 Review                          | Review concepts covered in Unit 4  | <ul style="list-style-type: none"> <li>Study guide</li> <li>Jeopardy</li> <li>Puzzles</li> </ul>  | 1 Day  |

| Unit 4<br>Assessment  | Demonstrate knowledge gained in Unit 4   | Unit 4 test   | 1 Day  |  |
|---|--|---|--|--|
| Teacher Notes: N/A  |  |   |  |  |
| Additional Resources:<br>N/A  |  |   |  |  |
|   |  |   |  |  |
| Students with Disabilities  | English Language Learners  | Gifted and Talented Students  | Students at Risk   | 507 Students   |
| <ul style="list-style-type: none"><li>● Rephrase questions, directions, and explanations</li><li>● Allow extended time to answer questions, and permit drawing as an explanation</li><li>● Consult with Case Managers and follow IEP accommodations /modifications</li><li>● Pre Teach vocabulary</li><li>● Provide multimedia resources such as apps, picture books, etc</li></ul> | <ul style="list-style-type: none"><li>● Rephrase questions, directions, and explanations</li><li>● Allow extended time to answer questions</li><li>● Provide Visual Aids that are labeled with vocabulary terms</li><li>● Pre Teach vocabulary</li><li>● Provide multimedia resources such as apps, picture books, etc</li></ul> | <ul style="list-style-type: none"><li>● Provide extension activities</li><li>● Build on students' intrinsic motivations</li><li>● Provide Higher level questions</li><li>● Provide Open Ended Questions</li><li>● Provide multimedia resources such as apps, picture books, etc</li></ul> | <ul style="list-style-type: none"><li>● Provide extended time to complete tasks</li><li>● Consult with Guidance Counselors and follow I&amp;RS procedures/ action plans</li><li>● Provide multimedia resources such as apps, picture books, etc</li><li>● Pre Teach vocabulary</li></ul> | <ul style="list-style-type: none"><li>● Consult with 504 Plan for modifications and accommodations</li><li>● Rephrase questions, directions, and explanations</li><li>● Provide multimedia resources such as apps, picture books, etc</li><li>● Pre Teach vocabulary</li></ul> |

| Unit 5  |   |
|---|---|
| <b>Content Area:</b> Social Studies   |   |
| <b>Unit Title:</b> Our Country's Government and Heroes  |   |
| <b>Grade Level:</b> 2nd Grade   |   |
| <b>Core Ideas:</b><br>In this unit, students will be introduced to the workings of our country's government. They will explore what it means to be a citizen and the rights and responsibilities of being one. Students will delve into the voting process and apply their knowledge to create a mock election. They will understand the importance of bills and laws and how they are created. They will apply that knowledge and their understanding of the parts of our government to draft a bill and create a new law in the classroom. Our country's history, landmarks, and historical documents will be examined and related to our world today. While studying our past important leaders, students will explore how these individuals helped change the views and values of peoples' lives in respect to the Amistad and Holocaust Mandate. Students will also study the Native American people and understand why it is important to recognize and respect these cultures. |   |
| <b>Standards (Content and Technology):</b>  |   |
| <b>CPI#:</b>  | <b>Statement:</b>   |
| <b>Performance Expectations (NJSLs)</b>   |   |
| 6.1.2.CivicsPI.<br>3  | Explain how individuals work with different levels of government to make rules. |

|  |  |
|--|--|
| 6.1.2.CivicsPI.4   | Explain how all people, not just official leaders, play important roles in a community.  |
| 6.1.2.CivicsPI.6   | Explain what government is and its function  |
| 6.1.2.CivicsPD.1   | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.  |
| 6.1.2.CivicsPD.2   | Establish a process for how individuals can effectively work together to make decisions.   |
| 6.1.2.CivicsDP.1   | Explain how national symbols reflect on American values and principles.  |
| 6.1.2.CivicsDP.2   | Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.                       |
| 6.1.2.CivicsPR.1   | Determine what makes a good rule or law.   |
| 6.1.2.CivicsPR.2   | Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.  |
| 6.1.2.CivicsPR.3   | Analyze classroom rules and routines and describe how they are designed to benefit the common good   |
| 6.1.2.CivicsC M.1  | Describe why it is important that individuals assume personal and civic responsibilities in a democratic society   |
| 6.1.2.CivicsC M.2  | Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). |
| 6.1.2.CivicsC M.3  | Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.   |
| 6.1.2.HistoryC C.1                                       | Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.   |
| 6.1.2.HistoryC C.2                                       | Use a timeline of important events to make inferences about the "big picture" of history.  |
| 6.1.2.HistoryC C.3                                       | Make inferences about how past events, individuals, and innovations affect our current lives.  |
| 6.1.2.HistoryU P.1                                       | Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event   |
| 6.1.2.HistoryU P.2                                       | Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.   |
| 6.1.2.HistoryU P.3                                       | Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.  |
| 6.1.2.HistoryS E.3                                       | Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).    |
| <b>Career Readiness, Life Literacies, and Key Skills</b> |  |
| 9.1.2.CR.1   | Recognize ways to volunteer in the classroom, school and community. •  |
| 9.1.2.CR.2   | List ways to give back, including making donations, volunteering, and starting a business.   |
| 9.1.2.CAP.1  | Make a list of different types of jobs and describe the skills associated with each job  |
| 9.4.2.CI.1   | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).   |
| 9.4.2.GCA:1  | Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).       |
| 9.4.2.IML.1  | Identify a simple search term to find information in a search engine or digital resource   |
| 9.4.2.IML.2  | Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).  |
| <b>Computer Science and Design Thinking</b>              |  |
| 8.1.2.CS.1   | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.   |

|   |  |   |  |
|---|--|---|--|
| 8.1.2.NI.1  | Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.  |   |  |
| 8.1.2.NI.2  | Describe how the Internet enables individuals to connect with others worldwide.  |   |  |
| 8.2.2.ITH.4   | Identify how various tools reduce work and improve daily tasks   |   |  |
| <b>Intercultural Statements (Amistad, Holocaust, LGBT, SEL)</b>   |  |   |  |
| SEL:<br>Social Awareness  | <ul style="list-style-type: none"> <li>Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds</li> <li>Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> </ul>  |   |  |
| SEL:<br>Responsible Decision Making   | <ul style="list-style-type: none"> <li>Develop, implement and model effective problem solving and critical thinking skills.</li> <li>Evaluate personal, ethical, safety and civic impacts of decisions</li> </ul>  |   |  |
| Diversity and Inclusion   | <ul style="list-style-type: none"> <li>Examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and</li> <li>Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> </ul>  |   |  |
| <b>Interdisciplinary Connection</b>   |  |   |  |
| NJSLSA.R7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |   |  |
| RL.2.7.   | Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot.  |   |  |
| W.2.8.  | Recall information from experiences or gather information from provided sources to answer a question.  |   |  |
| NJSLSA.SL1.   | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |   |  |
| NJSLSA.SL2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |   |  |
| <table border="1"> <tr> <td style="vertical-align: top;"> <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>What are the rights and responsibilities of a citizen?</li> <li>How do we vote to decide on a fair outcome of a decision or leader?</li> <li>What are the roles of the president and congress in our country?</li> <li>How are laws created?</li> <li>Who are some important individuals who have helped influence our country?</li> <li>What are major landmarks in the US?</li> </ul> </td><td style="vertical-align: top;"> <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will identify and analyze the rights and responsibilities of citizens.</li> <li>Students will understand the voting process and hold a mock election.</li> <li>Students will reflect upon the rights and responsibilities of good citizens.</li> <li>Students will examine the roles of the President and congress and how they serve the people of our country.</li> <li>Students will examine how laws are formed and apply that knowledge to create a new law for our classroom.</li> <li>Students will review the location of our state and country capitals and understand the government processes that take place in the Capitol buildings.</li> <li>Students will be introduced to some important people and events that influenced the creation and development of our country.</li> <li>Students will explore some US landmarks and symbols and create posters with facts about them.</li> <li>Students will analyze the role of some leaders that had a significant impact in shaping our country's history.</li> <li>Students will understand how various leaders promoted human rights and equality for all</li> </ul> </td></tr> </table> |  | <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>What are the rights and responsibilities of a citizen?</li> <li>How do we vote to decide on a fair outcome of a decision or leader?</li> <li>What are the roles of the president and congress in our country?</li> <li>How are laws created?</li> <li>Who are some important individuals who have helped influence our country?</li> <li>What are major landmarks in the US?</li> </ul> | <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will identify and analyze the rights and responsibilities of citizens.</li> <li>Students will understand the voting process and hold a mock election.</li> <li>Students will reflect upon the rights and responsibilities of good citizens.</li> <li>Students will examine the roles of the President and congress and how they serve the people of our country.</li> <li>Students will examine how laws are formed and apply that knowledge to create a new law for our classroom.</li> <li>Students will review the location of our state and country capitals and understand the government processes that take place in the Capitol buildings.</li> <li>Students will be introduced to some important people and events that influenced the creation and development of our country.</li> <li>Students will explore some US landmarks and symbols and create posters with facts about them.</li> <li>Students will analyze the role of some leaders that had a significant impact in shaping our country's history.</li> <li>Students will understand how various leaders promoted human rights and equality for all</li> </ul> |
| <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>What are the rights and responsibilities of a citizen?</li> <li>How do we vote to decide on a fair outcome of a decision or leader?</li> <li>What are the roles of the president and congress in our country?</li> <li>How are laws created?</li> <li>Who are some important individuals who have helped influence our country?</li> <li>What are major landmarks in the US?</li> </ul>   | <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will identify and analyze the rights and responsibilities of citizens.</li> <li>Students will understand the voting process and hold a mock election.</li> <li>Students will reflect upon the rights and responsibilities of good citizens.</li> <li>Students will examine the roles of the President and congress and how they serve the people of our country.</li> <li>Students will examine how laws are formed and apply that knowledge to create a new law for our classroom.</li> <li>Students will review the location of our state and country capitals and understand the government processes that take place in the Capitol buildings.</li> <li>Students will be introduced to some important people and events that influenced the creation and development of our country.</li> <li>Students will explore some US landmarks and symbols and create posters with facts about them.</li> <li>Students will analyze the role of some leaders that had a significant impact in shaping our country's history.</li> <li>Students will understand how various leaders promoted human rights and equality for all</li> </ul> |   |  |

|  |   | Americans in connection to the Holocaust and Amistad mandates. <ul style="list-style-type: none"><li>• Students will commemorate important historical figures in honor of Black History Month.</li><li>• Students will commemorate important historical figures in honor of Women’s History Month.</li></ul>  |                    |
|--|---|---|--------------------|
| <b>Formative Assessments:</b> Observation, Questioning, Discussion, Exit tickets, Activity sheets<br><b>Summative/Benchmark Assessment(s):</b> Unit 5 test<br><b>Alternative Assessments:</b> Projects, verbal discussions, question and answers |   |   |                    |
| <b>Resources/Materials:</b><br>Second Grade Social Studies Student Learning Standards,Timelines, election posters, Brainpop, Voting activity materials, Picture Books related to unit Topics, Scholastic News, Unit activity sheets              |   | <b>Key Vocabulary:</b><br>Citizen, vote, rights, responsibilities, president, congress, senate, House of representatives, branches of government, capital, capitol, historian, Pueblo, Iroquois, Cherokee, Black History Month, Women’s History Month   |                    |
| Lesson Name/Topic  | Student Learning Objective(s)   | Suggested Tasks/Activities:   | Day(s) to Complete |
| Citizens   | Students will identify and analyze the rights and responsibilities of citizens.                             | <ul style="list-style-type: none"><li>• Classes will define and discuss key vocabulary term: citizen.</li><li>• Students will discuss and complete activities to determine responsibilities of a good citizen</li><li>• Students will complete the “I am a Good Citizen” project.</li></ul>   | 1 Day              |
| Voting   | Students will understand the voting process and hold a mock election.                                       | <ul style="list-style-type: none"><li>• Classes will learn the voting process.</li><li>• Students will complete the “Get out and Vote” activity.</li><li>• Mock election to select a class mascot</li></ul>   | 2 Days             |
| Responsibilities of Citizens   | Students will reflect upon the rights and responsibilities of good citizens.                                | <ul style="list-style-type: none"><li>• Classes will review the rights and responsibilities of a citizen and add and discuss the following rights and responsibilities: following rules and laws, voting in elections. being on a jury, paying taxes, serving in the military and running for government office</li><li>• Brainpop: Responsibilities of Citizens</li><li>• Students will complete the “Being a Good Citizen” activity sheet.</li><li>• Exit Slip on Rights and Responsibilities of citizens</li></ul> | 1 Day              |
| President and Congress   | Students will examine the roles of the President and congress and how they serve the people of our country. | <ul style="list-style-type: none"><li>• Review the president and his job as leader of our country</li><li>• Brainpop-President</li></ul>  | 1 Day              |

Midland Park Public Schools

|                            |   |   |  |
|----------------------------|---|---|--|
|                            |   | <ul style="list-style-type: none"> <li>• Classes will use several multimedia sources to learn and discuss congress, senate, and House of Representatives</li> </ul>   |  |
| Bills and Laws             | Students will examine how laws are formed and apply that knowledge to create a new law for our classroom.   | <ul style="list-style-type: none"> <li>• Brainpop Jr: Branches of the Government</li> <li>• Create “Branches of the Government” mini book</li> <li>• Form a class congress to create a new class law (Drafting a bill, checks and balances)</li> <li>• Exit slip on How laws are made</li> </ul>  | 3 Days   |
| State and Country Capitals | Students will review the location of our state and country capitals and understand the government processes that take place in the Capitol buildings. | <ul style="list-style-type: none"> <li>• Classes will review the capital of our state and country.</li> <li>• Brainpop: Local and State Government</li> <li>• Determine differences of capitol and capital</li> <li>• Using multimedia sources learn of State and Country Capitol Buildings</li> </ul>  | 1 Day  |
| Our country’s history      | Students will be introduced to some important people and events that influenced the creation and development of our country.                          | <ul style="list-style-type: none"> <li>• Classes will discuss how we record important events and role of a historian</li> <li>• After viewing various examples of timelines, students will complete Timeline activity to mark important events in their own life.</li> <li>• Throughout various times in the year, classes will discuss and mark historical events (Columbus, Native American Tribes, Founding of Jamestown, Lincoln and the Civil War, etc)</li> <li>• Students will complete “A Timeline of History” Activity sheet.</li> </ul> | 2 Days and additional days throughout the school year. |
| Native Americans           | Students will identify different Native American groups and examine their cultures.   | <ul style="list-style-type: none"> <li>• Using topic related picture books and various forms of multimedia, classes will identify different Native American cultures.</li> <li>• Brainpop Videos: Pueblo, Iroquois, Cherokee</li> <li>• Classes will compare and contrast Native Americans</li> </ul>   | 2 Days   |

|                                 |   |   |  |
|---------------------------------|---|---|--|
|                                 |   | groups in the relation to location, food, and homes.  |  |
| Landmarks and symbols of the US | Students will explore some US landmarks and symbols and create posters with facts about them.   | <ul style="list-style-type: none"> <li>Students will discuss and define landmark</li> <li>Brainpop-Symbols</li> <li>Use various resources to discuss US landmarks</li> <li>Flag Day activities and Grade level Ceremony</li> </ul>  | 2 Days   |
| Important Leaders               | Students will analyze the role of some leaders that had a significant impact in shaping our country's history. Students will understand how various leaders promoted human rights and equality for all Americans in connection to the Holocaust and Amistad mandates. | George Washington <ul style="list-style-type: none"> <li>Abraham Lincoln</li> <li>Martin Luther King Jr.</li> </ul>   | 2 Days and additional days throughout the school year. |
| Black History Month             | Students will commemorate important historical figures in honor of Black History Month.   | <i>The following individuals and their lasting impacts on our country will be taught, discussed, and reflected upon through grade level activities:</i> <ul style="list-style-type: none"> <li>Jackie Robinson</li> <li>Harriet Tubman</li> <li>George W. Carver</li> <li>Langston Hughes</li> <li>Frederick Douglas</li> <li>Booker T. Washington</li> </ul>                             | 7 Days   |
| Women's History Month           | Students will commemorate important historical figures in honor of Women's History Month.   | <i>The following individuals and their lasting impacts on our country will be taught, discussed, and reflected upon through grade level activities:</i> <ul style="list-style-type: none"> <li>Jane Goodall</li> <li>Malala Yousafzai</li> <li>Juliette Gordon Low</li> <li>Women in Medicine--Clara Barton, Florence Nightingale, Elizabeth Blackwell</li> <li>Amelia Earhart</li> </ul> | 7 Days   |
| Unit 5 Review                   | Students will review concepts learned in the past unit.   | <ul style="list-style-type: none"> <li>Study guide</li> <li>Bingo Review concepts covered in Unit 5</li> </ul>  | 1 Day  |
| Unit 5 Assessment               | Demonstrate knowledge gained in Unit 5  | Assessment  | 1 Day  |

**Teacher Notes:** N/A**Additional Resources:** N/A

| Students with Disabilities   | English Language Learners  | Gifted and Talented Students   | Students at Risk   | 508 Students   |
|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> </ul> | <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> </ul> | <ul style="list-style-type: none"> <li>Provide extension activities</li> <li>Build on students' intrinsic motivations</li> </ul> | <ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Consult with Guidance</li> </ul> | <ul style="list-style-type: none"> <li>Consult with 504 Plan for modifications and accommodations</li> </ul> |

|   |  |   |  |   |
|---|--|---|--|---|
| <ul style="list-style-type: none"> <li>• Allow extended time to answer questions, and permit drawing as an explanation</li> <li>• Consult with Case Managers and follow IEP accommodations /modifications</li> <li>• Pre Teach vocabulary</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> </ul> | <ul style="list-style-type: none"> <li>• Allow extended time to answer questions</li> <li>• Provide Visual Aids that are labeled with vocabulary terms</li> <li>• Pre Teach vocabulary</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> </ul> | <ul style="list-style-type: none"> <li>• Provide Higher level questions</li> <li>• Provide Open Ended Questions</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> </ul> | <p>Counselors and follow I&amp;RS procedures/ action plans</p> <ul style="list-style-type: none"> <li>• Provide multimedia resources such as apps, picture books, etc</li> <li>• Pre Teach vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Rephrase questions, directions, and explanations</li> <li>• Provide multimedia resources such as apps, picture books, etc</li> <li>• Pre Teach vocabulary</li> </ul> |
|---|--|---|--|---|