

**Grade 2/ Social Studies/ Unit #1**

<b>Time Frame</b>	<b>Content Focus</b>	<b>Skill Focus</b>	<b>Standards</b>
Sept/ October	Unit 1- Communities	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.	<b>6.1.4.A.1</b>
		Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	<b>6.1.4.A.15</b>
		Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	<b>6.1.4.C.2</b>
		Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	<b>6.1.4.D.16</b>
		Explain how an individual's beliefs, values, and traditions may reflect more than one culture.	<b>6.1.4.D.18</b>
		Determine what makes a good rule or law and apply this understanding to rules and laws in	<b>6.3.4.A.1</b>

		your school or community (e.g., bike helmet, recycling).	
		Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	<b>6.3.4.A.2</b>
Nov/Dec	Unit 2 All About the Earth	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.	<b>6.1.4.B.1</b>
		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.	<b>6.1.4.B.4</b>
		Compare ways people choose to use and distribute natural resources.	<b>6.1.4.B.8</b>
		Explain the role of specialization in the production and exchange of goods and services.	<b>6.1.4.C.5</b>

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Vocabulary assessment with QR codes or Kahoot!</li> <li>● Observation</li> <li>● Discussion</li> <li>● Participation</li> </ul>	<ul style="list-style-type: none"> <li>● Create a poster showing classroom, family or school rules and verbally present the work</li> <li>● Write a letter to someone in another community sharing your description of Audubon, include physical and human characteristics.</li> </ul>

	<ul style="list-style-type: none"> <li>● Make posters to show features of different communities</li> <li>● Writing prompt- what is a good citizen?</li> <li>● Use writing or technology to connect with student(s) from a different state to compare similarities &amp; differences in their schools/towns. (Penpals)</li> <li>● Create a map of the community.</li> <li>● Create a map of your bedroom showing the skills used in mapmaking.</li> <li>● Use and interpret the features of a map.</li> <li>● Create a treasure hunt using a detailed map.</li> <li>● Anchor chart to identify various landforms; Youtube and brain pop jr - landforms; Make a 3- poster model of landforms</li> <li>● Use blank map of NJ and identify industries and natural resources in NJ</li> <li>● Make poster of goods and services in NJ</li> <li>● Me on the Map activity</li> <li>● List good and services in Audubon and NJ</li> </ul>
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> <li>● Scholastic News</li> <li>● National Geographic Kids</li> <li>● Nystrom Social Studies Atlas and desk maps</li> <li>● Leveled Guided Reading books</li> <li>● Time For Kids Magazines</li> </ul>	<ul style="list-style-type: none"> <li>● Smartboard/computers</li> <li>● Level appropriate trade books</li> <li>● <u>Living in a Community</u></li> <li>● <u>From City to Country</u></li> <li>● <u>Changing Communities</u></li> <li>● <u>Getting Along</u></li> <li>● <u>A Story about a Community</u></li> <li>● <u>Me On The Map</u></li> <li>● Where We Live</li> <li>● Related videos- overview of different communities;</li> <li>● Beginning of the year books- Molly Lou Melon; I Like Myself; Do Unto Otters; The Power of Yet;</li> </ul>

	<ul style="list-style-type: none"> <li>● National Geographic kids article about New Jersey</li> <li>● Youtube- natural resources in NJ ; 7 continents song; Jack Hartman- America to Me ; NJ KIds learning tube</li> <li>● Brain Pop Jr- Natural resources; goods and services</li> <li>● Websites- natural resources in NJ ;</li> </ul>
--	--

**Unit 1 Appendix**

<b>Grade 2/ Social Studies/ Unit #2</b>			
<b>Time Frame</b>	<b>Content Focus</b>	<b>Skill Focus</b>	<b>Standards</b>
Jan//Feb	Our Past	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)	<b>6.1.4.A.9</b>
		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.	<b>6.1.A.10</b>
		Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	<b>6.1.4.D.1</b>
		Describe how culture is expressed through and influenced by the behavior of people.	<b>6.1.4.D.13</b>
		Trace how the American identity evolved over	<b>6.1.4.D.14</b>

		time.	
		Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	<b>6.1.4.D.17</b>

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Vocabulary assessment with QR codes or Kahoot!</li> <li>● Observation</li> <li>● Discussion</li> <li>● Participation</li> </ul>	<ul style="list-style-type: none"> <li>● Write a letter to an important political figure of the past thanking them for their contributions to our society.</li> <li>● Write a poem about an important leader detailing their achievements.</li> <li>● Write an article in newspaper format about the evolution of our society that highlights the contributions of others.</li> <li>● Chart character traits of MLK; MLK I Have a Dream activity</li> <li>● Make a totem pole to tell about students' background and family history</li> <li>● Write- why was it important that women were given the opportunity to vote?</li> <li>● Activity sheets identifying national monuments</li> </ul>
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> <li>● Scholastic News</li> <li>● National Geographic Kids</li> <li>● Nystrom Social Studies Atlas</li> <li>● Leveled Guided Reading books</li> <li>● Time For Kids Magazines</li> </ul>	<ul style="list-style-type: none"> <li>● Smartboard/computers</li> <li>● The Pilgrims</li> <li>● From Sea to Sea</li> <li>● America</li> <li>● A Community's History</li> <li>● Young Abraham Lincoln</li> <li>● Books- Buck for President ; The History of Presidents' Day ; My Uncle Martin's Big Heart; When Martin Luther</li> </ul>

	<p>King Jr Wore Roller Skates; Knots on a Counting Rope (native americans); National Monuments;</p> <ul style="list-style-type: none"> <li>● Youtube- Charlie Brown Mayflower video; ‘Around and about New Jersey- The Lenape Indians’; 19th amendment for kids</li> <li>● Brain Pop- American Indians ; US Symbols</li> <li>● Katherine Johnson- biography for kids</li> <li>● Ben’s Guide to US Government- website</li> </ul>
--	--

**Unit 2 Appendix**

<b>Grade 2/ Social Studies/ Unit #3</b>			
<b>Time Frame</b>	<b>Content Focus</b>	<b>Skill Focus</b>	<b>Standards</b>
Mar/ April	All About Work	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	<b>6.1.4.C.2</b>
		Explain why incentives vary between and among producers and consumers.	<b>6.1.4.C.3</b>
		Describe how supply and demand influence price and output of products.	<b>6.1.4.C.4</b>
		Explain the role of specialization in the production and exchange of goods and services.	<b>6.1.4.C.5</b>

		Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.	<b>6.1.4.C.15</b>
		Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.	<b>6.1.4.C.17</b>
May. June	Our Government	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.	<b>6.1.4.A.1</b>
		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.	<b>6.1.4.A.2</b>
		Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.	<b>6.1.4.A.3</b>
		Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.	<b>6.1.4.A.4</b>
		Explain how national and state governments share power in the federal system of government.	<b>6.1.4.A.6</b>

		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.	<b>6.1.4.A.8</b>
		Select a local issue and develop a group action plan to inform school and/or community members about the issue.	<b>6.3.4.A.3</b>

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Vocabulary assessment with QR codes or Kahoot!</li> <li>● Observation</li> <li>● Discussion</li> <li>● Participation</li> </ul>	<ul style="list-style-type: none"> <li>● Interview someone about their occupation.</li> <li>● Write an opinion piece about a career of interest to the student.</li> <li>● Draw a picture of yourself in your chosen career.</li> <li>● Create a classroom book about jobs in our community.</li> <li>● Write an informational piece about our government and how it works.</li> <li>● Write a persuasive piece about updating rules and laws.</li> <li>● Complete a classroom investigation evaluating unfair laws.</li> <li>● Make poster of different goods and services</li> </ul>
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> <li>● Scholastic News</li> <li>● National Geographic Kids</li> <li>● Nystrom Social Studies Atlas</li> <li>● Leveled Guided Reading books</li> <li>● Time For Kids Magazines</li> </ul>	<ul style="list-style-type: none"> <li>● Smartboard/computers</li> <li>● Related videos</li> <li>● Guest speakers</li> <li>● Brain Pop Jr- needs and wants(also includes producers and consumers); Goods and Services; Local and state government; Branches of government;</li> </ul>



- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>● Youtube- Berenstain Bears Get the gimmies; Supply and Demand (economics video for kids) ; Schoolhouse rock- Electoral College;</li><li>● Ben's Guide to Government</li></ul> |
|--|--|

**Unit 3 Appendix**