

Grade 2: History, Cultures, and Perspectives

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Course Pacing Guide

Geography, People, and the Environment

Unit Lessons:	Weeks
What is a Community?	1-2
How are Communities Different?	1-2
What is a Map?	1-2
What is Geography?	1-2

Economics, Innovations, and Technology

Unit Lessons:	Weeks
How Do People Use Our Environment?	1-2
How Are Goods Made and Brought to Us?	1-2
Who Provides Services in a Community?	1-2
How Can I Be a Smart Consumer?	1-2

Civics, Government, and Human Rights

Unit Lessons:	Weeks
How Can One Person Make a Difference?	1-2
How Do Leaders Help Their Communities?	1-2
What Does a Good Citizen Do?	1-2
What Do Communities Share?	1-2

History, Cultures, and Perspectives

Unit Lessons:	Weeks
How Do Communities Change?	1-2
How Did One Community Change?	1-2
How Did Our Community Change?	1-2

Unit Overview

Families Today and in the Past

Description: In this unit, students will learn about how communities today are different from in the past.

Lesson: How Do Communities Change?

Description: In a Problem Solving Groupwork activity, students read about how communities grow and change. They then create a plan to make a neighborhood better.

Lesson: How Did One Community Change?

Description: In a Visual Discovery activity, students analyze images of San Francisco in 1846 and 1849 and then create act-it-outs to explore what life was like during those two time periods. Then they build a timeline by placing the events of the 1906 San Francisco earthquake in sequence. Students explore the history of their hometown, Haddonfield, to discover what life was like and how the community

Lesson: How Did Our Community Change?

Description: Students will apply thier understanding of how communities change over time to explore their hometown of Haddonfield. Students will use artifacts, primary resources, and visit a local historical society. Students will research one important historical landmark in the town of Hadonfield and present their information to the class.

Enduring Understandings

Unit Enduring Understandings

- Communities (Specifically Haddonfield) grow and change throughout history based on human interactions and technology.
- Timelines can be created to document history.
- Leaders such as Thomas Jefferson and George Washington helped win our country's independence and

contributed to the development of our American heritage.

- Haddonfield has changed vastly from its early settlement in the 1700's including transportation, architecture, land, businesses, and population.
- There are symbols and landmarks that represent our heritage such as: the bald eagle, The Statue of Liberty, The Washington Monument, The Jefferson Memorial, and the Lincoln Memorial.
- We honor our history by celebrating holidays: Presidents' Day, Memorial Day, Labor Day, Independence Day, Haddonfield's Tri-Centennial.

Essential Questions

Essential Questions:

- How do communities change over time
- How do people and places change over time?
- How has Haddonfield changed over time?
- How did people solve problems long ago?
- What do we know about the people who lived in North America long ago?
- How do we honor people and events in our country's history?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.4.D	History, Culture, and Perspectives
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.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.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.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.
SOC.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.

SOC.6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
SOC.6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
SOC.6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
SOC.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.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.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.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
SOC.6.1.4.D.CS8	Prejudice and discrimination can be obstacles to understanding other cultures.
SOC.6.1.4.D.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.6.1.4.D.CS10	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.
SOC.6.1.4.D.CS11	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.

Amistad Integration

Remove/replace the text in this section - this is for your reference (link -- <https://nj.gov/education/amistad/about.htm>)

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

Goals:

- 1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

Holocaust/Genocide Education

Remove/replace the text in this section - this is for your reference (link -- https://nj.gov/education/holocaust/about_us/mandate.html)

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

- a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
- b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Interdisciplinary Connections

- NJ.RI.2. Progress Indicators for Reading Informational Text
- Key Ideas and Details
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Craft and Structure
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject

area.

- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Integration of Knowledge and Ideas
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- Range of Reading and Level of Text Complexity
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- NJ.RF.2. Progress Indicators for Reading Foundational Skills
- Fluency
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4.A. Read grade-level text with purpose and understanding.
- RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- NJ.SL.2. Progress Indicators for Speaking and Listening
- Comprehension and Collaboration
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- NJ.L.2. Progress Indicators for Language
- Vocabulary Acquisition and Use
- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Technology Standards

TECH.8.1.2.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

TECH.8.1.2.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.2.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.2.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.2.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.2.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

Core Social Studies Skills:

- ☐ Chronological Thinking: Place key historical events people in historical eras using timelines and explain how the present is connected to the past.
- ☐ Presentational Skills: Use evidence to support an idea in a written and/or oral format.
- ☐ Critical Thinking: Distinguish fact from fiction

Career Ready Practices:

- ☐ CRP1. Act as a responsible and contributing citizen and employee.
- ☐ CRP2. Apply appropriate academic and technical skills.
- ☐ CRP4. Communicate clearly and effectively and with reason.
- ☐ CRP5. Consider the environmental, social and economic impacts of decisions.
- ☐ CRP12. Work productively in teams while using cultural global competence.

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Financial Literacy Integration

Remove/replace the text in this section - this is for your reference -- (link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

- Start with review
- Present new material in small steps
- Think Aloud/ modeling
- Turn & Talk
- Guided Practice
- State the objective
- Use graphic organizers/ anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Workshop model
- Gradual release of responsibility
- Student-led discussion strategies
- Cooperative learning
- Tiered instructional activities
- Differentiation
- Small group instruction
- Problem solving
- Field Trip (Historical Society)
- Centers/Stations (Artifacts Explorations)
- Think/pair/share (reflecting on how the past can change)

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning

- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

*Add or remove any of these as you see fit.

Formative Assessments

Students will complete Interactive Student Notebook pages that coorelate to each lesson.

Read how communities grow and change. Create a plan to make a neighborhood better.

Analyze images of San Francisco in 1846 and 1849 and act-it-outs to explore what life was like during those two time periods.

Summative Assessment

Students will complete the processing activity in the Student Interactive Notebook.

Apply your knowledge by identifying causes and effects of changes in a community.

Apply your knowledge by creating a sensory figure.

Benchmark Assessments

N/A

Alternate Assessments

Use end of the unit assessment.

Resources & Technology

Websites that support curriculum:

www.brainpopjr.com

www.discoveryeducation.com

www.teachtei.com

[Link to Haddonfield Unit of Study: Created by Second Grade Teachers](#)

BOE Approved Texts

Board Approved Text:

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.

- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

Interventions

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

*Add to or remove any of these as you see fit.

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking

- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

