Grade 2: Civics, Government, and Human Rights

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

Government Institutions and Practices

Unit Description: In this unit, students will learn about how governments function. Lessons included in the unit are: How Do Leaders Help Their Communities?, What Does a Good Citizen Do?, and What Do Communities Share?

Lesson: How Do Leaders Help Their Communities?

- In an Experiential Exercise, students make predictions about what leaders can do. Then they conduct a mock demonstration urging community leaders to take certain actions to fix a playground.

Lesson: How Do Leaders Help Their Communities?

- In a Writing for Understanding activity, students create a Good Citizen book to record the good-citizen actions they will perform.

Lesson: What Do Communities Share?

- In an Experiential Exercise, students discover the economic interdependence of communities and states by exchanging product cards. They also complete a map illustrating social connections among communities.

Enduring Understandings

Unit Enduring Understandings

- A community is a place to live, work, play, and solve problems.

- Rules help protect people's rights, help resolve conflicts, and promote the common good.

- Government leaders (mayor, governor, president) are elected to act on the behalf of the people. We can identify these leaders in our own community.

- It is important to understand and participate in the election process.

- Individuals have a responsibility to stand up for "what's right".

- Citizens help each other by respecting individual's rights and providing aid where needed.

Essential Questions

Unit Essential Questions

- What is a community?

- Why do citizens participate in the election process?

- How can individuals inspire others to take social action?

- How do citizens work to help each other?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.4.A	Civics, Government, and Human Rights
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
SOC.6.1.4.A.3	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.
SOC.6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
SOC.6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
SOC.6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
SOC.6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people's rights and the security and welfare of society.
SOC.6.1.4.A.CS2	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
SOC.6.1.4.A.CS3	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
SOC.6.1.4.A.CS4	There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
SOC.6.1.4.A.CS5	In a representative democracy, individuals elect representatives to act on the behalf of the people.
SOC.6.1.4.A.CS6	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
SOC.6.1.4.A.CS7	The United States democratic system requires active participation of its citizens.
SOC.6.1.4.A.CS8	Immigrants can become and obtain the rights of American citizens.
SOC.6.1.4.A.CS9	The world is comprised of nations that are similar to and different from the United States.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
SOC.6.1.4.A.CS11	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.

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

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

- 6.3.4.A.   Civics, Government, and Human Rights
- 6.3.4.A.3.   Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 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
- Conventions of Standard English
- L.2.1.   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1.F.   Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- 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

List specific standards that are relevant
No general statements

CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.

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] six[1] through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide [1][elementary and][1]middle 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
- Role play (mock community meeting)
- Problem solving

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 Participate in an election.

-Students will conduct a mock demonstration urging community leaders to take actions to fix a playground.

-Students will complete Interactive Student Notebook pages that correlate to the lesson

-Students review vocabulary terms from this lesson.

-Students play a game to reinforce the concepts.

-Students will Create a Good Citizen book to record the good-citizen actions you will perform.

-Students Review vocabulary terms from this lesson.

-Students Act out the concepts of community, state, and country.

-Students will discover the economic interdependence of communities and states by exchanging product cards.

Summative Assessment

-Students apply what you have learned in this lesson to problems in your own community

-Students create an award for someone who has helped your community.

-Studensts will Conduct interviews about being good citizens.

-Students design a postcard showing an aspect of your community that could be shared with other communities.

Benchmark Assessments
N/A

Alternate Assessments
-A unit assessment is provided which you can also use as a unit test.

Resources & Technology

Websites that support curriculum:

www.brainpopjr.com

www.discoveryeducation.com

www.teachtci.com

BOE Approved Texts

TCI Social Studies Alive: My Community

ISBN: 978-1-58371-801-1

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-Dictionaires
- 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