

Grade 2 Social Studies Curricular Framework

UNIT 1: Citizenship in Communities

Focus Standards:

- 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.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- 6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Unit Pacing: September-November

Overview: This unit focuses on helping students understand the following:

- How rules and laws protect the rights of people as well as promote the common good
- Fairness, equality, and the common good and how they influence new laws
- The importance of civic responsibilities and the rights of individuals
- How stereotyping and prejudice can lead to conflict

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

NJLSA.R1

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2

- Determine central ideas or themes of a text and analyze their

ASSESSMENTS

- All About Being a Citizen book
- Role Play
- Make a mobile
- Reciting of the Pledge of Allegiance
- School jobs and routines
- Informational book
- Create classroom rules together
- Morning Message Activities
- Teacher observations

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development; summarize the key supporting details and ideas.

NJSLSA.R5

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.2.5

- Identify which text features help you find important information about what you're reading
- Determine how text features (e.g., subheadings, glossaries, bold **print**, etc) help you understand the text

RI.2.7

- Utilize information from illustrations, diagrams or images from informational text Explain how illustrations, diagrams or images clarify the text

21st Century Skills: Career Ready Practice Standards:

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.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- Journals
- Class discussions
- Group Projects

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ENDURING UNDERSTANDINGS

- Individuals belong to many groups.
- A neighborhood is a place where families live and work to meet needs.
- Rules and laws are created by community, state, and federal to promote the common good
- Rules and laws are made to protect us
- It is important to be an active citizen of your classroom and community
- Government officials are elected by the citizens of the community

RESOURCES

- *Around Town* by Chris K. Soentpiet
- *Exploring Our World: Neighborhoods and Communities* by Kathleen Hollenbeck
- *Neighborhood & Community Write and Read Books: 15 reproducible non-fiction books on Homes, Community Helpers, Transportation and More That Your Students Help Write* by Catherine Tamblyn
- *Grace for President* by Kelly DiPucchio
- *Odd Velvet* by Mary E. Whitcomb

Primary Sources

- [Map of Wall, NJ](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

TECHNOLOGY INTEGRATION

- <http://www.timeforkids.com/>
- <http://www.brainpopjr.com/socialstudies/>
- <http://www.discoveryeducation.com/>
- <http://www.google.com/earth/>

STANDARDS

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

KEY VOCABULARY

Key vocabulary may include but are not limited to:
citizens, community, government, conflict, resolution, diversity, community service

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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 2-3* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities
		<p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

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	<ul style="list-style-type: none"> • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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STANDARDS

6.1.4.A. Civics, Government, and Human Rights

Content Statements	Indicators
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<ul style="list-style-type: none"> • Citizenship begins with becoming a contributing member of the classroom community. • In a representative democracy, individuals elect representatives to act on the behalf of the people. • The United States democratic system requires active participation of its citizens. 	<ul style="list-style-type: none"> • 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. • 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. • 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. • 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.C. Economics, Innovation, and Technology	
Content Statements	Indicators
<ul style="list-style-type: none"> • People make decisions based on their needs, wants, and the availability of resources. • Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. 	<ul style="list-style-type: none"> • 6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities. • 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.3.4.A. Civics, Government, and Human Rights	
Content Statements	Indicators
<ul style="list-style-type: none"> • Active citizens in the 21st century: <ul style="list-style-type: none"> ○ Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. ○ Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. ○ Are aware of their relationships to people, places, and resources in the local community and beyond. 	<ul style="list-style-type: none"> • 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

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- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

6.3.4.D. History, Culture, and Perspectives

Content Statements

- Active citizens in the 21st century:
 - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
 - Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
 - Are aware of their relationships to people, places, and resources in the local community and beyond.
 - Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
 - Develop strategies to reach consensus and resolve conflict.
 - Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

Indicators

- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

WHAT IT LOOKS LIKE IN THE CLASSROOM

- Explain what a government is and what it does for citizens in the community.
- Write about the difference between rules and laws, giving examples, and explain the reason they believe each to be a rule or a law.
- Write a letter to the local government with a suggestion for a new law.
- Identify and explain the characteristics of a good citizen.
- Write an essay about how you can work with others to change your community and, possibly, the world!
- Discuss ways that stereotyping can lead to conflict.
- Research and share information about multicultural leaders who demonstrated the traits of exemplary community members.

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UNIT 2: Map Skills

Focus Standards:

6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

Unit Pacing: November-January

Overview: This unit focuses on helping students understand the following:

- Explain the importance of having map skills
- Explore the New Jersey State map and the U.S. map
- What are landforms? How are they different and why?
- What makes New Jersey a place people want to live?
- Use a map to locate New Jersey, United States, and other world-wise areas
- How are regions different and how does it affect the way their people live?

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

NJLSA.R1

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R5

- Analyze the structure of texts, including how specific sentences,

ASSESSMENTS

- Teacher observations
- Journals
- Class discussions
- Group Projects

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paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJLSA.R7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R10

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.2.5

- Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information
- Identify which text features help you find important information about what you're reading
- Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text

RI.2.7

- Utilize information from illustrations, diagrams or images from informational text Explain how illustrations, diagrams or images clarify the text

21st Century Skills: Career Ready Practice Standards:

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.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

ENDURING UNDERSTANDINGS

- Maps used to locate features and places, to navigate, and to show changes over time

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- Geography, climate, and natural resources affect the way people live and work.

RESOURCES

- [Map skills resources from National Geographic](#)
- [Map skills lessons, resources, and materials from NEA](#)
- [Geography activities from educationworld.com](#)

Primary Sources

- [Map of the United States](#)
- [Map of the World](#)

TECHNOLOGY INTEGRATION

- <http://www.timeforkids.com/>
- <http://www.brainpopjr.com/socialstudies/>
- <http://www.discoveryeducation.com/>
- <http://www.google.com/earth/>

STANDARDS

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

KEY VOCABULARY

Key vocabulary may include but are not limited to:
maps, landforms, geographic, demographics

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 2-3* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in</p>	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms

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<p>coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task 	<p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities
		<p>Students with 504 Plans</p>
		<p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

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	<p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
At Risk Learners / Differentiation Strategies		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>

STANDARDS

6.1.4.B Geography, People, and the Environment

Content Statements	Indicators
<ul style="list-style-type: none"> • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. • Places are jointly characterized by their physical and human properties. 	<ul style="list-style-type: none"> • 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. • 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

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WHAT IT LOOKS LIKE IN THE CLASSROOM

- Interpret symbols on a map key to locate areas of interest around New Jersey.
- Locate/identify and explain the difference between your neighborhood, town, county, state, country, and continent.
- Describe the role of natural resources in everyday life.
- Identify personalized environmental issues such as littering and recycling, and explain the effect of each.
- Create a brochure for New Jersey or a specific area in New Jersey to advocate for why it's such a great place to live.
- Explain ways that people change and adapt to their environments.
- Describe ways that communities are affected by seasonal and climate changes.
- Label the 7 continents and 4 oceans on a map or globe.

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UNIT 3: Native Americans

Focus Standards:

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.

6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Unit Pacing: January to March

Overview: This unit focuses on helping students understand the following:

- Native Americans':
 - Food
 - Shelter
 - Clothing
 - Culture

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

VPA.1.1.2.C.3

- Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

VPA.1.3.2.C.1

- Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

NJSLSA.R1

ASSESSMENTS

- Teacher observations
- Journals
- Class discussions
- Group Projects
- Lenape presentation

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- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.2.5

- Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information
- Identify which text features help you find important information about what you're reading
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RI.2.7

- Utilize information from illustrations, diagrams or images from informational text Explain how illustrations, diagrams or images clarify the text

[21st Century Skills: Career Ready Practice Standards:](#)

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<p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Native American tribes shared beliefs that impacted all aspects of daily life. ● There is a relationship between geography and a culture’s adaptations for survival. ● There are many cultures that have shaped America. ● People in other cultures have experiences similar to our own. 	
RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> ● <i>The Lenape</i> ● For the Teacher-Lenape ● Lenape Life Question Sheet ● A Lenape Creation Story ● Lenape Creation Story Question Sheet ● <i>For You are A Kenyan Child</i> by Kelly Cunnane ● <i>If You Lived in the Time of Martin Luther King</i> by Ellen Levine ● <p>The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:</p> <p>The Amistad Commission’s Literacy Components for Primary Grades</p> <p>The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:</p> <p>Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)</p>	<ul style="list-style-type: none"> ● http://www.timeforkids.com/ ● http://www.brainpopjr.com/socialstudies/ ● http://www.discoveryeducation.com/ ● http://www.google.com/earth/ <p>STANDARDS</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>

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[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

KEY VOCABULARY

To Key vocabulary may include but are not limited to:
Native American, settlement, natural resources, regions, community

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grades 2-3* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding 	<ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a 	<ul style="list-style-type: none"> ● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified</p>

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<p>directions and staying on task</p> <ul style="list-style-type: none"> • Checklists • Immediate feedback 	<p>larger print size</p> <ul style="list-style-type: none"> • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	<p>on a student's 504 Plan.</p>
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies</p>
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Personal Agendas	Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Varied Product Choices Stations/Centers Work Alone/Together
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STANDARDS

6.1.4.B Geography, People, and the Environment

Content Statements	Indicators
<ul style="list-style-type: none"> Places are jointly characterized by their physical and human properties. Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. 	<ul style="list-style-type: none"> 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

6.1.4.C Economics, Innovation, and Technology

Content Statements	Indicators
<ul style="list-style-type: none"> Availability of resources affects economic outcomes. 	<ul style="list-style-type: none"> 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.

6.1.4.D History, Culture, and Perspectives

Content Statements	Indicators
<ul style="list-style-type: none"> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. 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. 	<ul style="list-style-type: none"> 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world

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6.3.4.STRAND D. History, Culture, and Perspectives	
Content Statements	Indicators
<ul style="list-style-type: none">Active citizens in the 21st century: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. Are aware of their relationships to people, places, and resources in the local community and beyond. Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. Develop strategies to reach consensus and resolve conflict. Demonstrate understanding of the need for fairness and take appropriate action against unfairness.	<ul style="list-style-type: none">6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

WHAT IT LOOKS LIKE IN THE CLASSROOM

- Compare and contrast Native American cultures by region.
- Discuss the types of goods and services traded between Native Americans and colonists.
- Describe the supposed significance of the First Thanksgiving and compare/contrast it to modern celebrations.
- Explain why pioneers moved west to obtain land and build homes.
- Create a tasteful presentation showing Lenape life, traditions, beliefs, and impact on modern society.

Grade 2 Social Studies Curricular Framework

UNIT 4: Regions of the United States

Focus Standards:

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Unit Pacing: April-June

Overview: This unit focuses on helping students understand the following:

- How landforms and climate contribute to patterns of settlement that define regions in the United States?
- What are the major regions of the United States and what features/attributes does each region share in order to define it as a region?

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

NJLSA.R1

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2

- Determine central ideas or themes of a text and analyze their

ASSESSMENTS

- Teacher observations
- Journals
- Class discussions
- Group Projects

Grade 2 Social Studies Curricular Framework

development; summarize the key supporting details and ideas.

NJLSA.R5

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJLSA.R7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R10

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.2.5

- Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information
- Identify which text features help you find important information about what you're reading
- Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text

RI.2.7

- Utilize information from illustrations, diagrams or images from informational text Explain how illustrations, diagrams or images clarify the text

21st Century Skills: Career Ready Practice Standards:

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

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ENDURING UNDERSTANDINGS

- There is a relationship between geography, landforms, climate and culture.
- Region differences impact the culture of a particular region.

RESOURCES

- [My United States Region Tour from scholastic.com](http://www.scholastic.com)
- American region books by Dana Meachen Rau:
 - [The West \(A True Book\)](#)
 - [The Northeast \(A True Book\)](#)
 - [The Southwest \(A True Book\)](#)
 - [U.S. Landforms \(A True Book\)](#)
- [Cooking Around the Country with Kids: USA Regional Recipes and Fun Activities](#) by Amy Houts

Primary Resources

- [Map of the United States](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

TECHNOLOGY INTEGRATION

- <http://www.timeforkids.com/>
- <http://www.brainpopjr.com/socialstudies/>
- <http://www.discoveryeducation.com/>
- <http://www.google.com/earth/>

STANDARDS

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

KEY VOCABULARY

Key vocabulary may include but are not limited to:
regions, landforms, resources, physical environment, climate, weather, economy, settlement

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners

Students Receiving Special Education Services

Advanced Learners

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<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 2-3* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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	<ul style="list-style-type: none"> • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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STANDARDS

6.1.4.B Geography, People, and the Environment

Content Statements	Indicators
<ul style="list-style-type: none"> • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. • Places are jointly characterized by their physical and human properties. 	<ul style="list-style-type: none"> • 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful. • 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States,

Grade 2 Social Studies Curricular Framework

<ul style="list-style-type: none"> • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences 	<p>and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <ul style="list-style-type: none"> • 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States • 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism • 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others • 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
6.1.4.C Economics, Innovation, and Technology	
Content Statements	Indicators
<ul style="list-style-type: none"> • People make decisions based on their needs, wants, and the availability of resources. • Availability of resources affects economic outcomes. 	<ul style="list-style-type: none"> • 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations • 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.D History, Culture, and Perspectives	
Content Statements	Indicators
<ul style="list-style-type: none"> • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • 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. 	<ul style="list-style-type: none"> • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. • 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.3.4 STRAND D. History, Culture, and Perspectives	

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Content Statements	Indicators
<ul style="list-style-type: none">Active citizens in the 21st century: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. Are aware of their relationships to people, places, and resources in the local community and beyond. Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. Develop strategies to reach consensus and resolve conflict. Demonstrate understanding of the need for fairness and take appropriate action against unfairness.	<ul style="list-style-type: none">6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

WHAT IT LOOKS LIKE IN THE CLASSROOM

- Describe physical and human characteristics of places and regions of the United States.
- Locate different types of landforms in each region of the United States.
- Create a Venn Diagram to compare and contrast two or more regions of the United States.
- Write a narrative essay describing the experience someone from New Jersey had when visiting/vacationing in a new region of the United States for the first time.
- Research and create a presentation to describe how landforms, climate, weather, and availability of resources have impacted where and how people live in different regions of the United States.