Unit 2: Communities Near and Far

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 2**
Length: **November-January**
Status: **Published**

Summary

In the second grade Social Studies course, students further refine the civic and cultural competencies that they developed in first grade. The course begins by examining citizenship through the lens of civic responsibilities. Through the presentation of different examples, students learn that the US was founded on principles of democracy, which is reflected in our government's system. Students examine the different rights they have, but also that they have certain responsibilities to both our local and global communities. During the second unit, students investigate how communities differ, but also share similarities. Students engage in a comparative analysis of the experiences of students in Cranford to those in other parts of the world, allowing them to refine key Social Studies skills, expand their geographic understanding, and build cultural appreciation. During the third unit, students learn how different members of the community help produce goods and services that are then consumed. Students also explore ways they can make financially responsible decisions. In the final unit, students serve as novice historians as they complete a comparative investigation of Cranford today and in the past. By examining key primary source documents, students are able to identify the extent of continuity and change in their town.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Perspective - Interpret different perspectives on a particular topic recognizing that views, experiences, or understandings may vary, but still be valued
- Causation - Evaluate the relationship between causes and effects and discuss continuities and changes over time
- Contextualization - Identify and explore the context (historical, geographic, situational, etc.) of different events, places or locations, symbols, or traditions

This unit is part of the larger aforementioned course sequence and specifically focuses on "Communities Near and Far" where students will understand that a community, whether urban, rural, or suburban, is a place where people live, work and play together. By the end of this unit, students will be able to recognize the different roles communities serve, identify communities as rural, urban, or suburban, use map reading skills to explore various places, conduct an inquiry to explain how geography affects communities, and complete a comparative analysis of different communities.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this

unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for eventual college, career, and/or civic life.

Revision Date: August 2022

Standards

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.K-12.NJSLSA.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.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.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.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.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.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and

	research.
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

LA.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.
LA.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).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.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).
LA.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
LA.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.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Essential Questions

Essential Questions:

- How do communities differ?
- How do we use maps?
- What is geography and how does it influence how and where people live?
- Why is cultural tolerance important?

Enduring Understandings:

- A community is a place where people live, work and play together. There are many different types of communities, including urban, rural, suburban.
- A map is a drawing of a place or a community. Maps include different tools that people can use to develop spatial and geographic understanding.

Objectives

Students will know:

- Communities vary (i.e. rural, suburban, urban) - where someone lives affects their access to resources (natural and services), the work community members do, and how they live their daily lives.
- Different types of maps can offer specific information.
- How to show respect and acceptance for others' beliefs and traditions.
- Cultures have similarities and differences - they can be compared and contrasted.

Students will be skilled at:

- Categorizing features of the Earth surface (i.e. landforms, bodies of water)
- Recognizing the different elements of a community as a place where people live, work, play, and solve problems together.
- Identifying communities as rural, urban, or suburban.
- Using map reading skills to explore various places.
- Conducting an inquiry to find out how geography affects communities.
- Comparing and contrasting other beliefs and traditions, while also respecting them.

Learning Plan

The learning plan includes, but is not limited to the following:

1. Optional TCI Unit Inquiry Project (p. 2)

a. Gathering Visual Evidence

b. Developing the Compelling Question

c. Collecting Evidence

d. Building Additional Content Knowledge

e. Constructing an Argument

f. Taking Informed Action

2. Complete TCI Lesson 1 (p. 7) What Is a Community? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: community

c. Hands-On Activity/Reading: My Place in a Community (Part 1) My Place in a Bigger Community (Part 2)

d. Show What You Know: Students will make a badge to show what they know about their community: how people live, work, play, and solve problems there.

3. We Live in a Diverse World

a. Students will learn about diversity and why diversity in different ways enriches our world by using the Pebble Go "Diversity" series ("What is cultural diversity?" - "What is economic diversity? - "What is ability diversity?")
b. Students will consider via case studies how people have intersectional identities that make them who they are and allow them to make positive contributions to our society (ex: Judy Heumann, Tammy Duckworth, Sojourner Truth, George Washington Carver, Sonia Sotomayor)

Complete TCI Lesson 2 (p.19) How are Communities Different? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: rural, suburban, urban

c. Hands-On Activity/Reading: Flying Over Three Types of Communities

d. Show What You Know: Students will pretend they are visiting relatives in different communities (rural, suburban, urban). They will write what they do in each community with their relatives.

4. Complete TCI Lesson 3 (p. 33) How Do We Use Maps? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: compass, compass rose, map grid, map key, symbol

c. Hands-On Activity/Reading: Using Maps to Explore Places

d. Show What You Know: Students will make a map grid of their community making sure to include a Map Key and Compass Rose.

5. Complete TCI Lesson 4 (p. 47) What is Geography? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: continent, ocean, country, physical map, desert, plain, geography, political map, island, river, lake, valley, mountain

c. Hands-On Activity/Reading: Acting Out Physical Features

d. Show What You Know: Students will create their own continent that includes at least five physical features from the provided word bank: desert, island, lake, mountain, ocean, plain, river, valley.

6. Cultural Appreciation: The instructor will be teaching about different countries around the world and their culture: China, South Africa, Brazil, or Italy. The instructor may follow the layout below and expand or enrich instruction:

a. Reading: Read *Ready to Read: Living in… China* book aloud. In this book, a character from China will talk about what living in China is like. It will provide many comparing and contrasting opportunities for the students.

b. Class Discussion: The instructor will lead the class in a discussion about the similarities and differences between living in China and living in America. The instructor can make a Venn Diagram with the class to create a visual representation of the discussion. (The instructor may repeat the reading and class discussion with the other three books: *Ready to Read: Living in… South Africa, Ready to Read: Living in… Brazil, Ready to Read: Living in… Italy)*

c. Country Research Project: Each student will choose one of the four countries that were discussed in class (Italy, China, South Africa, Brazil). They will use district provided links to guide their research. Then they will create their own Country Research Project using the district provided template. (The instructor may have students complete this for more than one country.)

Note: The instructor is encouraged to consult the supplemental resources to personalize and differentiate instruction for students, as well as address any learning gaps based on formative assessments. Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group

discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Lesson 1 “Show What You Know”(p. 18) - Students will make a badge to show what they know about their community: how people live, work, play, and solve problems there.
- Lesson 2 “Show What You Know”(p. 32) - Students will pretend they are visiting relatives in different communities (rural, suburban, urban). They will write what they do in each community with their relatives.
- Lesson 3 “Show What You Know”(p.46) - Students will make a map grid of their community making sure to include a Map Key and Compass Rose.
- Lesson 4 “Show What You Know”(p. 64) - Students will create their own continent that includes at least five physical features from the provided word bank: desert, island, lake, mountain, ocean, plain, river, valley.

Summative Assessments:

- Lesson 1 Assessment: What is a Community?
- Lesson 2 Assessment: How Are Communities Different?
- Lesson 3 Assessment: How Do We Use Maps?
- Lesson 4 Assessment: What is Geography?
- Cultural Appreciation: Country Research Project Template

Alternative Assessments:

- Unit Inquiry
    - Collecting Evidence (p. 4)

- Constructing an Argument (p. 6)
- Taking Informed Action (p. 6)

Benchmark Assessments:

- Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

- TCI: Social Studies Alive! My Community
  - Unit Inquiry: pages 2-6
  - Lesson 1: pages 7-18
  - Lesson 2: pages 19-32
  - Lesson 3: pages 33-46
  - Lesson 4: pages 47-64
- Ready to Read: Living in… Italy (district provided)
- Ready to Read: Living in…China (district provided)
- Ready to Read: Living in…South Africa (district provided)
- Ready to Read: Living in…Brazil (district provided)
- Cultural Appreciation Links (district provided)
- Country Research Project template (district provided)

Supplemental Resources for Lesson 1:

- Community Art Project

- People in Your Neighborhood

Supplemental Resources for Lesson 2:

- Scholastic News: Summer In My Community
- PBS Learning Media: Here I Am
- Scholastic's Watch and Learn Library: Home in Three Communities History at Home: Urban and Rural Communities
- PBS Learning Media: Community Walk

Supplemental Resources for Lesson 3:

- Map Making
- Map Skills (Flocabulary)
- Cardinal Directions (PBS Learning)
- Geology
- Map Borders (PBS Learning)

Supplemental Resources for Lesson 4:

- A Lovely Sunny Day (Sesame Street)
- Nature Bingo (PBS Learning)
- The Hidden Worlds of the National Parks
- Garden as Living Systems

Supplemental Resources for this unit:

- BrainPOP Jr. Video: Reading Maps
- BrainPOP Jr. Video: Rural, Suburban, and Urban
- BrainPOP Jr. Video: Continents and Oceans
- BrainPOP Jr. Video: Landforms

- Hopscotch Video: Five Oceans Song
- Hopscotch Video: Seven Continents Song

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts
- Providing opportunities for text-to-speech for written responses
- Use visual presentations of all materials to include graphic organizers for writing
- Mark texts with a highlighter

Note: Teachers can find more specific modifications for English learners, learners with special needs,learners reading below grade level, and advanced learners on the TCI website.