



Lindenwold Public School

Course Name: English Language Arts/Social Studies	Grade Level(s): 2nd Grade
Department: n/a	Credits: n/a
BOE Adoption: September 2025	Revision(s):

Course Description

This cross-curricular course combines English Language Arts and Social Studies to provide students with a rich, connected learning experience. The curriculum is designed to build strong background knowledge in key social studies concepts while developing essential literacy skills. Students will explore topics in history, civics, geography, and economics through engaging texts, discussions, and hands-on activities that foster critical thinking and meaningful connections across subjects.

Writing is embedded throughout the lessons, allowing students to respond to content, develop arguments, and share their ideas using evidence and academic vocabulary. In addition to comprehension and writing instruction, the curriculum includes a focused phonics and phonemic awareness component to support foundational reading skills. This instruction is guided by a structured phonics program, UFLI, and phonemic awareness program, Heggerty, both detailed in a separate document.

Vocabulary development is a core part of each unit, helping students grow their language skills and better understand complex concepts. By integrating reading, writing, listening, speaking, and content knowledge, this curriculum supports a well-rounded approach to literacy and social understanding, preparing students to think deeply and communicate effectively.

Table of Contents

Board of Education, Central Administration, and Curriculum Writing Team.....	Pg. 2
District Mission Statement.....	Pg. 2
Curriculum and Instruction Goals.....	Pg. 3
Terms to Know.....	Pg. 4 - 5
New Jersey Student Learning Standards (NJSLS).....	Pg. 5
Interdisciplinary Connections.....	Pg. 6
State of New Jersey Mandates.....	Pg. 6 - 7
<ul style="list-style-type: none"> ● History and Contributions of Individuals with Disabilities and LGBT Persons - 18A:35-4.35 ● Diversity, Equity, and Inclusion - N.J.S.A. 18A:35-4.36a ● Contributions, History, and Heritage of Asian-American and Pacific Islander Legislation (AAPI) - P.L. 2021, c.416 ● History and Contributions of African-Americans (Amistad Law) - N.J.S.A. 18A:35-4.43 ● Holocaust Law: N.J.S.A. 18A:35-28 	
Grading Guidelines.....	Pg. 7

Board Of Education Members	VPS Central Administration	Curriculum Writing Team
<p>Mrs. Cathy Moncrief Lindenwold Board of Education President</p> <p>Mr. Kevin McGahey Lindenwold Board of Education Vice President</p> <p>Pam Bragg Jo-Ann Engels Alethia Gibbs-Smith Marsha Hershman Daniel O'Rourke Cortney Richardson Lauren Roldan</p>	<p>Dr. Kristin P. O'Neil Superintendent</p> <p>Mrs. Kathleen Huder Business Administrator</p> <p>Mrs. Kathryn Agresta Director of Curriculum (Elementary)</p> <p>Dr. Marc Mancinelli Director of Curriculum (Secondary)</p> <p>Mrs. Adrienne McManis Director of Special Services</p> <p>Ms. Leana Sykes Director of Pupil Personnel Services</p> <p>Mrs. Amber Callow Community and Inclusion Coordinator</p>	<p>Kathryn Agresta Jennifer Keeton Mary Jean Strong Katie Gozzo Bonney Bonjen Bridget Ferreira</p> <p>Teacher Revision 2026</p>

Lindenwold School District Mission Statement:

The Lindenwold School Community is committed to preparing all students to meet the New Jersey Student Learning Standards and providing a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.

Curriculum and Instruction:

Lindenwold School District offers a rich, challenging, and comprehensive curriculum, from pre-kindergarten through 12th grade. The curriculum is designed to provide students with many learning experiences that will enable them to succeed and attain fulfillment. The curriculum of Lindenwold School District is reviewed and revised on a regular basis. The cycle includes 5 stages: Review, Development, Implementation, and Evaluation.

To ensure the district continues to work towards its mission, the following curriculum and instruction goals direct our conversation:

- To ensure students are college, career, and/or military ready upon graduation.
- To provide career pathway opportunities to students.
- To vertically and horizontally align curriculum K-12 to ensure the successful transition of students at each grade level.
- To identify individual students strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable NJSLs.
- To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and benchmarking.

How to read this document:

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well

as to how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know:

1. **Accommodation(s):** Accommodation are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Common Assessment:** When an assessment is used by many teachers rather than each teacher making their own assessment to measure student success. For example, all grade 6 ELA teachers may use the same summative assessment to measure student success on standards as opposed to each teacher making their own exam to measure those same standards.
3. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them to make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. Teachers can differentiate content, process, product, or environment. Differentiated instruction can be done according to students' readiness, interest, or learning profile.
4. **Enduring Understandings:** Enduring understandings ("Big Ideas") are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted alongside essential questions within each unit in this document.
5. **Essential Questions:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
6. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
7. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate to ensure active engagement in the learning process.
8. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
9. **Learning Goal(s):** Learning goals are broad statements that note what students should know and/or be able to do as they progress through the unit. Learning goals correlate specifically to the NJSLs (New Jersey Student Learning Standards) are noted within each unit.
10. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure

students are progressing appropriately.

- 11. Standards:** NJ Department of Education explains, “Building on a robust body of research, the New Jersey Student Learning Standards (NJSLS) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and bands, so that every parent and teacher can understand and support student learning.” The curriculum is designed around these standards for each grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for students' learning.
 - State: The New Jersey Student Learning Standards (NJSLS) include Preschool Teacher and Learning Standards as well as K-12 Standards for Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Language; Technology; 21st-Century Life and Careers; Language Arts Literacy; and Mathematics.
- 12. Summative Assessment(s):** Summative Assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from the summative assessment can be used formatively when students or faculty use it to guide their efforts and activities in subsequent lessons and/or courses.
- 13. Vocabulary:**
 - a. **Tier I:** Everyday vocabulary terms. Examples: house, car, big, happy
 - b. **Tier II:** Terms with multiple meanings across content areas. Examples: analyze, cite, observe, evaluate, harmony
 - c. **Tier III:** Domain-specific terms with specific meanings. Example: metaphor, atom, photosynthesis

New Jersey Student Learning Standards (NJSLS)

The New Jersey Student Learning Standards (NJSLS) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and bands, so that every parent and teacher can understand and support student learning. For a full overview of all nine content areas, click [HERE](#).

Integration of Financial Literacy

New Jersey's Technology Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Strand A: Income and Careers
- Strand B: Money Management
- Strand C: Credit and Debt Management

- Strand D: Planning, Saving, and Investing
- Strand E: Becoming a Critical Consumer
- Strand F: Civic Financial Responsibility 28
- Strand G: Insuring and Protecting

Interdisciplinary Standards/Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.

21st Century Skills: Career Readiness, Life Literacies, and Key Skills:

These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Computer Science & Design Thinking:

New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computers.

Climate Change

With the adoption of the [2020 New Jersey Learning Standards \(NJSLs\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Districts are encouraged to utilize the NJSLs to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. Please click [HERE](#) for additional information regarding Climate Change.

State of New Jersey Mandates

History and Contributions of Individuals with Disabilities and LGBT Persons - 18A:35-4.35

In each curricular area, the district has adopted inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

- This standard is addressed via read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

Diversity, Equity, and Inclusion - N.J.S.A. 18A:35-4.36a

Instruction on the contributions of a diverse population of people, that may include, LGBTQ+, Asian American & Pacific Islanders, persons with disabilities, to the growth of science knowledge and practices over the years is discussed throughout the curriculum and are included in lessons and the variety of resources used.

Contributions, History, and Heritage of Asian-American and Pacific Islander Legislation (AAPI) - P.L. 2021, c.416

In each curricular area, the district will adopt inclusive instructional materials that portray the contributions of members of the Asian American and Pacific Islander communities . This will include books about and created by Asian American and Pacific Islanders.

Holocaust Law: N.J.S.A. 18A:35-28

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. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

History and Contributions of African-Americans (Amistad Law) - N.J.S.A. 18A:35-4.43

Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Lindenwold Elementary Grading Guidelines

Elementary - Standards-Based Report Cards

Unit#1: Families Today and in the Past	Pacing (Weeks): 6 weeks
<p>Unit Description:</p> <p>ELA: In this unit, students explore how families have changed over time through stories and informational texts. They will ask and answer questions to understand key details (RL.CR.2.1, RI.CR.2.1), build reading fluency and expression (L.RF.2.4 A-C), and engage in meaningful conversations (SL.PE.2.1 A). Students will also practice writing complete sentences with correct grammar and punctuation (L.KL.2.1 A-B) and expand their vocabulary (L.VL.2.2 A). By comparing families today and in the past, students will connect personal experiences to what they read and learn.</p> <p>Social Studies: In this unit, students will learn about families and how they have changed over time. They will explore family roles, traditions, and cultures, comparing life today with life in the past. Through discussions, timelines, and visuals, students will understand how history, community, and family stories help us learn about the world around us.</p>	

Essential Questions	Enduring Understandings
<p>Social Studies:</p> <ul style="list-style-type: none"> How does life change throughout history? <p>ELA:</p> <ul style="list-style-type: none"> How can I use accuracy, expression, and context clues to read with understanding? (L.RF.2.4:A-C) How do correct sentences help others understand my writing and speaking? (L.KL.2.1:A-B) What can I do when I come across a word I don't know? (L.VL.2.2:A) How do I ask and answer questions to understand key details in stories and informational texts? (RL/RI.CR.2.1) How can I share my ideas clearly and respectfully when I talk with 	<ul style="list-style-type: none"> Families and communities are important because, in them, people care about each other. There are many different types of families, and many have their own traditions. Family members have ancestors, whose lives show the past history of the family. People can learn about their family history through primary sources, such as letters, and secondary sources, such as artifacts. Students understand that using strategies like context clues helps them figure out the meaning of new or unfamiliar words. Students understand that asking and answering questions

others? (<i>SL.PE.2.1: A</i>)	about key details in texts helps them deepen their understanding of stories and information.
---------------------------------	--

NJSL Standards	Learning Targets
LRF.2.4:A-C	<ul style="list-style-type: none"> • I can read stories and passages to understand what they mean. • I can read out loud smoothly, correctly, and with expression. • I can use the words and sentences around a tricky word to help me figure it out.
L.KL.2.1:A-B	<ul style="list-style-type: none"> • I can speak and write using complete sentences with the correct grammar.
L.VL.2.2:A	<ul style="list-style-type: none"> • I can use clues in the sentence to figure out what a word means.
RL/RI.CR.2.1	<ul style="list-style-type: none"> • I can ask questions about key details before, during, and after I read to help me understand the story or text. • I can answer questions about who, what, when, where, why, and how in a story or informational text.
SL.PE.2.1.A	<ul style="list-style-type: none"> • I can listen carefully and take turns when I talk with others about a topic. • I can follow our class rules for talking, like raising my hand and waiting my turn. • I can share my ideas clearly when we talk about things we've read or learned.

Social Studies

6.1.2.CivicsCM.1

6.1.2.GeoGI.1

6.1.2.HistoryCC.1-2

6.1.2.HistoryUP.1

6.1.2.HistorySE.2-3

Social Studies:

6.1.2.CivicsCM.1

- I can explain why rules are important in my family, school, and community.
- I can describe how people work together to solve problems.

6.1.2.GeoGI.1

- I can explain why and how people move from place to place.
- I can explain why and how goods and ideas move from place to place.

6.1.2.HistoryCC.1

- I can look at different sources like pictures, books, and maps to learn about my community.
- I can put events in order to show how my community has changed over time.
- I can explain how and why my community is different now than it was in the past.

6.1.2.HistoryCC.2

- I can read a timeline to see the order of important events.
- I can use a timeline to tell what happened first, next, and last.
- I can look at a timeline and think about how events are connected or important.

6.1.2.HistoryUP.1

- I can look at different kinds of sources that show how people saw the same event.
- I can compare what is the same and what is different in the sources.
- I can think about why people might remember or tell the same event in different ways.

6.1.2.HistorySE.2

- I can notice how the stories or pictures are the same and how they are different.
- I can think about why people might tell the same event in different ways.

6.1.2.HistorySE.3

- I can use different sources to learn about my community's past.
- I can find out how my community got its name and who helped start it.
- I can talk about important events and places that are part of my community's history.

Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> ● Collaborative Reading ● Think-Pair-Share ● Turn and Talk ● Active Classroom <ul style="list-style-type: none"> ○ Who am I? ○ Reading Circle ○ A Timeline of Holidays ○ Create a Collage ○ Act it Out ● Sing about It ● Blooket, Kahoot! <p>Small Group</p> <ul style="list-style-type: none"> ● Direct Instruction <p>Additional Strategies/Center Time Project-based learning/Culminating Task</p>	<ul style="list-style-type: none"> ● Teacher's Manual ● Discussion Lesson T28 ● LEAR Lessons - Developing Literacy Classrooms ● Ask and Answer Questions ● NJ Commission on Holocaust Education - K-2 lessons to embed ● MagicSchool ● Trade Books (more ideas on page 1b) <ul style="list-style-type: none"> ○ <i>The Relatives Came</i> by Cynthia Rylant ○ <i>A Chair for My Mother</i> by Vera B. Williams ○ <i>Abuela</i> by Arthur Dorros

Tier II Vocabulary	Tier III Vocabulary
<p>Community, responsible, helpful, decision, problem, solution, respect, tradition, celebrate, family, change, rule, role, past, present, generation, guardian, citizen</p>	<p>law, government, timeline, ancestor, culture, history, geography, map, globe, symbol, heritage, leader, job, custom, extended family, immigrant, primary/secondary source, artifact, oral history, family tree</p>

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Check Exit Tickets Reading Check Collaborative Reading assignment	At the end of each unit: <ul style="list-style-type: none"> • Social Studies chapter assessment • Unit ELA assessment 	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 			<p>understanding of content.</p> <ul style="list-style-type: none"> • Provide additional options to demonstrate knowledge. • SIOP model strategies 	
---	--	--	--	--

Related State Mandates	
<p><input checked="" type="checkbox"/> Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.</p> <p><input type="checkbox"/> LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.</p> <p><input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.</p> <p><input type="checkbox"/> Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions.</p> <p><input type="checkbox"/> Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..</p>

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ Climate Change
- ☒ Other Interdisciplinary Connections:
 - ☒ ELA:
 - ☐ Math:
 - ☒ Social Studies:
 - ☐ Science:

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ 9.1 Personal Financial Literacy
 - ☐ Financial Health: *Financial Psychology, Civic Financial Responsibility*
 - ☐ Financial Landscape: *Financial Institutions, Economic & Government Influences*
 - ☐ Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ 9.2 Career Awareness and Planning
- ☐ 9.4 Life Literacies and Key Skills
 - ☐ Creativity and Innovation
 - ☒ Critical Thinking and Problem Solving
 - ☒ Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ 8.1 Computer Science
- ☐ 8.2 Design Thinking
- ☐ 9.4 Life Literacies and Key Skills

- ☐ Digital Citizenship
- ☐ Information and Media Literacy
- ☐ Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ 1.2 Media Arts
 - ☒ Creating - Conceive, Develop, and/or Construct
 - ☒ Performing - Integrate, Practice, and/or Present
 - ☒ Responding - Perceive, Evaluate, and/or Interpret
 - ☒ Connecting - Synthesize and/or Relate

Unit #2: People, Places, and Nature

Pacing (Weeks): 6 weeks

Unit Description:

ELA: In this unit, students explore stories and informational texts to understand how people, places, and nature are connected. They will retell and summarize key ideas from fiction and nonfiction texts (RL.CI.2.2, RI.CI.2.2) and identify lessons, main ideas, and supporting details. Students will also ask and answer questions to clarify understanding and gather more information in discussions (SL.ES.2.3). By examining maps, land and water features, and primary sources, students will learn how geography and resources shape where and how people live.

Social Studies: In this unit, students will explore the connection between people, places, and nature. They will use maps to ask and answer questions, and learn about land, water, and where people live. Through primary sources and class discussions, students will discover how communities form and use natural resources. Students will summarize their learning to better understand how geography shapes our world.

Essential Questions

ELA: How can I retell a story to show I understand the message or lesson? (RL.CI.2.2)

Enduring Understandings

ELA: Stories and texts from different cultures can teach important lessons about how people live and what they value.

<p>How do I figure out the main idea of a nonfiction text and explain how the parts connect? (RI.CI.2.2)</p> <p>What questions can I ask to help me understand more about people, places, and nature? (SL.ES.2.3)</p> <p>How do stories and facts help me learn about different places and how people live? (RL.CI.2.2, RI.CI.2.2)</p> <p>Why is it important to listen carefully and ask questions during a discussion? (SL.ES.2.3)</p> <p>SOCIAL STUDIES: What is the world like?</p>	<p>Students understand that asking and answering questions helps them learn more and make sense of what they hear and read.</p> <p>Students understand that retelling and summarizing helps them show what a text is mostly about and why it matters.</p> <p>Students understand that reading both fiction and nonfiction helps them explore the connection between people, places, and nature.</p> <p>SOCIAL STUDIES: Maps and globes can be used to locate places and geographic features.</p> <p>Earth is made up of different physical features such as landforms and bodies of water.</p> <p>People may move from place to place for a better life, job, or to be safe.</p> <p>Urban, suburban, and rural areas are living environments, each with its own set of characteristics.</p>
--	--

NJSL Standards	Learning Objectives
<p>ELA:</p> <p>L.RF.2.4: A, B, C</p> <p>L.KL.2.1 A-B</p> <p>L.VL.2.2: E</p> <p>RL.CI.2.2</p> <p>RI.CI.2.2</p> <p>SL.ES.2.3</p>	<p>ELA:</p> <p>L.RF.2.4 A-C (Reading fluently with understanding and expression) I can read stories and texts to understand what they mean.</p> <p>I can read out loud with the right speed, clear words, and good expression.</p> <p>L.KL.2.1 A-B (Using correct grammar and language) I can write and speak in complete sentences that follow grammar rules.</p> <p>I can tell the difference between how we talk with friends and how we speak or write in formal settings.</p>

<p>SOCIAL STUDIES:</p> <p>Amistad Law</p> <p>6.1.2.CivicsCM.2</p> <p>6.1.2.GeoSV.1</p> <p>6.1.2.GeoSV.2</p> <p>6.1.2.GeoSV.3</p> <p>6.1.2.GeoSV.4</p> <p>6.1.2.GeoHE.2</p> <p>6.1.2.GeoHE.3</p> <p>6.1.2.GeoHE.4</p> <p>6.1.2.GeoGI.1</p> <p>6.1.2.GeoGI.2</p> <p>6.1.2.HistorySE.2</p>	<p>L.VL.2.2 E (Using glossaries and dictionaries to find word meanings) I can use a glossary or dictionary to help me figure out what new words mean.</p> <p>I can find the meaning of tricky words by using print or digital tools.</p> <p>RL.CI.2.2 (Retelling stories and identifying the lesson or moral) I can retell a story in my own words and explain the lesson the author wants me to learn.</p> <p>I can read or listen to stories from different cultures and explain what happened and what it means.</p> <p>RI.CI.2.2 (Summarizing nonfiction and understanding main ideas) I can tell what a nonfiction text is mostly about using my own words.</p> <p>I can explain how different parts of a nonfiction text help me understand the big idea.</p> <p>SL.ES.2.3 (Asking and answering questions to understand a speaker) I can listen carefully and ask questions when I don't understand something.</p> <p>I can answer questions to show I was listening and to help others learn more.</p> <p>SOCIAL STUDIES:</p> <p>6.1.2.CivicsCM.2 – Community Membership and Responsibility I can explain how people in a community help and take care of one another.</p> <p>I can talk about the rules and responsibilities people have to make their community a better place.</p> <p>6.1.2.GeoSV.1 – Using Maps to Describe Location I can use maps and pictures to describe where places are.</p> <p>I can find land, water, and important places on a map.</p> <p>6.1.2.GeoSV.2 – Describing Physical and Human Characteristics I can describe what a place looks like, including the land, water, buildings, and people.</p> <p>I can tell how places are different based on nature and the people who live there.</p>
--	--

	<p>6.1.2.GeoSV.3 – Explaining How Physical Features Affect Communities I can explain how rivers, mountains, or other landforms affect where people live and what they do.</p> <p>I can describe how people change how they live based on where they are.</p> <p>6.1.2.GeoSV.4 – Weather and Climate Effects on Daily Life I can describe how the weather and seasons affect the clothes we wear and things we do.</p> <p>I can explain how climate shapes where people live and work.</p> <p>6.1.2.GeoHE.2 – Using Resources in Different Ways I can describe how people use the land and resources to get what they need.</p> <p>I can talk about why people in different places use resources differently.</p> <p>6.1.2.GeoHE.3 – Changing the Environment I can explain how people change the land to build homes, roads, and communities.</p> <p>I can describe how people take care of or harm the environment.</p> <p>6.1.2.GeoHE.4 – How the Environment Affects Choices I can tell how the environment helps people decide what jobs to do or where to live.</p> <p>I can explain how people make choices based on the land, weather, and natural resources around them.</p> <p>6.1.2.GeoGI.1 – Movement of People and Ideas I can explain how people and ideas move from place to place.</p> <p>I can tell how people travel and share information in different ways.</p> <p>6.1.2.GeoGI.2 – Why People Move I can explain why people move to new places, like for jobs, safety, or better homes.</p> <p>I can describe how moving to a new place can change someone's life.</p>
--	---

	<p>6.1.2.HistorySE.2 – Using Primary Sources to Understand the Past</p> <p>I can use photos, maps, and letters to learn about people and places in the past.</p> <p>I can talk about how these sources help us understand what life used to be like.</p>
--	--

Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> • Collaborative Reading • Think-Pair-Share • Turn and Talk • Active Classroom <ul style="list-style-type: none"> ○ Who am I? ○ Reading Circle ○ A Timeline of Holidays ○ Create a Collage ○ Act it Out • Sing about It • Blooket, Kahoot! <p>Small Group</p> <ul style="list-style-type: none"> • Direct Instruction <p>Additional Strategies/Center Time Project-based learning/Culminating Task</p>	<ul style="list-style-type: none"> • Teacher’s Manual • Discussion Lesson T28 • LEAR Lessons - Developing Literacy Classrooms • Ask and Answer Questions • NJ Commission on Holocaust Education - K-2 lessons to embed • MagicSchool • Trade Books (more ideas on page 34b) <ul style="list-style-type: none"> ○ Me on the Map by Joan Sweeney ○ A Place for Butterflies by Melissa Stewart ○ The Great Kapok Tree by Lynne Cherry ○ Where the Forest Meets the Sea by Jeannie Baker ○ Over in the Meadow by Ezra Jack Keats

Tier II Vocabulary	Tier III Vocabulary
relative location, absolute location, town, legend, city, compass rose, landform, ocean, continent, globe, migrate, harbor, environment, urban, suburb, rural	symbol, model, evidence, resource,

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Check Exit Tickets Reading Check Collaborative Reading assignment	At the end of each unit: Social Studies chapter assessment Unit ELA assessment	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> ● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary 	<ul style="list-style-type: none"> ● Read tests aloud ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Pre-teach vocabulary prior to reading complex text. ● Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> ● Tabletop Mini Lessons ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Provide notes and images ● Chunking Content ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Student choice for project or approach to assignment ● Use video to demonstrate understanding of content. 	<ul style="list-style-type: none"> ● Expanding time for free reading ● Additional student-driven opportunities ● Student choice for project or approach to assignment ● Inquiry-based instruction ● Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> ● Chunking Content ● Use mnemonic devices ● Untimed and/or extended test taking time ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Provide additional options to demonstrate knowledge. 			<ul style="list-style-type: none"> ● Provide additional options to demonstrate knowledge. ● SIOP model strategies 	
---	--	--	---	--

Related State Mandates

- ☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (*Rap a Tap Tap*)
- ☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.
- ☐ **Other:**

- ☒ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.
- ☐ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.
- ☐ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ Climate Change
- ☒ Other Interdisciplinary Connections:
 - ☒ ELA:
 - ☐ Math:
 - ☒ Social Studies:
 - ☐ Science:

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ 9.1 Personal Financial Literacy
 - ☐ Financial Health: *Financial Psychology, Civic Financial Responsibility*
 - ☐ Financial Landscape: *Financial Institutions, Economic & Government Influences*
 - ☐ Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ 9.2 Career Awareness and Planning
- ☒ 9.4 Life Literacies and Key Skills
 - ☒ Creativity and Innovation
 - ☒ Critical Thinking and Problem Solving
 - ☒ Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ 8.1 Computer Science
- ☐ 8.2 Design Thinking
- ☒ 9.4 Life Literacies and Key Skills

- ☐ Digital Citizenship
- ☐ Information and Media Literacy
- ☐ Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ 1.2 Media Arts
 - ☒ Creating - Conceive, Develop, and/or Construct
 - ☒ Performing - Integrate, Practice, and/or Present
 - ☐ Responding - Perceive, Evaluate, and/or Interpret
 - ☐ Connecting - Synthesize and/or Relate

Unit #3: Government

Pacing (Weeks): 6 weeks

Unit Description:

ELA: In this unit, students explore stories and informational texts to learn how the government works and how rules and laws help people and society. They will retell and summarize key ideas from fiction and nonfiction texts and identify main ideas, supporting details, and lessons (RL/RI.2). Students will ask and answer questions in discussions to deepen understanding and build on others' ideas (SL.2). By reading, discussing, and using text features and visuals, students will develop a deeper understanding of citizens' rights and responsibilities, the three branches of government, and how governments solve problems.

Social Studies: In this unit, students learn how governments are formed and how they work to solve problems in communities. They will explore rules, laws, and citizens' rights and responsibilities, as well as how the three branches of the U.S. government function (6.1.2.CivicsPI.3, 6.1.2.CivicsPI.5–6, 6.1.2.CivicsPR.1–4). Students will compare different types of governments around the world and discover how people work together to make decisions and address community needs (6.1.2.CivicsCM.1–2, 6.1.2.CivicsPD.1–2). By examining primary sources, real-world examples, and discussions, students will understand how governments impact daily life and civic participation.

Essential Questions	Enduring Understandings
<p>ELA:</p> <p>How can I explain how the beginning, middle, and end of a story or informational text help me understand it? (RL.TS.2.4, RI.TS.2.4)</p> <p>How can I ask and answer questions to build on what others say during a conversation? (SL.PE.2.1:B)</p> <p>How can I use context clues and word parts to figure out the meaning of new words? (L.RF.2.4:A-C, L.VL.2.2:D)</p> <p>How do complete sentences with correct grammar and punctuation help me share my ideas clearly? (L.KL.2.1:A-B)</p> <p>How can reading with accuracy, expression, and fluency help me show I understand a text? (L.RF.2.4:A-C)</p> <p>Social Studies:</p> <p>How does the government work?</p>	<p>ELA:</p> <p>Stories and texts can help me understand the main idea and the order of events in a story or informational text.</p> <p>Students understand that asking and answering questions, listening carefully, and using complete sentences helps them learn more and share their ideas clearly.</p> <p>Students understand that using context clues, word parts, and reading with fluency and expression helps them figure out new words and show what they understand.</p> <p>Social Studies:</p> <p>Rules and laws help people and society.</p> <p>People’s rights come with responsibilities.</p> <p>The United States has three branches of government that make and review laws.</p> <p>There are many different types of government in the world.</p> <p>The U.S Constitution and the Bill of Rights are the foundation of American civil society.</p> <p>Governments cooperate in different ways to solve problems.</p>

NJSL Standards	Learning Objectives
<p>ELA:</p> <p>SL.PE.2.1: B RL.TS.2.4 RI.TS.2.4 L.RF.2.4: A, B, C L.KL.2.1 A-B L.VL.2.2: D</p> <p>Social Studies: 6.1.2.CivicsPI.3 6.1.2.CivicsPI.5 6.1.2.CivicsPI.6 6.1.2.CivicsPD.1 6.1.2.CivicsPD.2 6.1.2.CivicsPR.1 6.1.2.CivicsPR.2 6.1.2.CivicsPR.3 6.1.2.CivicsPR.4 6.1.2.CivicsCM.1 6.1.2.CivicsCM.2 6.1.2.EconET.5 6.1.2.EconGE.2 6.1.2.HistoryCC.3</p>	<p>ELA:</p> <p>RL.IT.2.3 (Understanding fiction – beginning, middle, end, main idea)</p> <ul style="list-style-type: none"> • I can retell a story in my own words. (RL.IT.2.3) • I can explain the main idea and important details of a story. (RL.IT.2.3) <p>RI.IT.2.3 (Understanding nonfiction – main idea and text structure)</p> <ul style="list-style-type: none"> • I can summarize the important ideas in a nonfiction text. (RI.IT.2.3) • I can explain how the parts of a nonfiction text fit together to show the main idea. (RI.IT.2.3) <p>SL.PE.2.1:B (Discussion skills – building on others’ ideas)</p> <ul style="list-style-type: none"> • I can ask questions to learn more during a discussion. (SL.PE.2.1:B) • I can add my ideas and build on what others say when I talk with my classmates. (SL.PE.2.1:B) <p>L.RF.2.4:A-C (Reading fluency and context)</p> <ul style="list-style-type: none"> • I can read aloud with accuracy, expression, and at the right speed. (L.RF.2.4:A-C) • I can use context clues to figure out the meaning of tricky words. (L.RF.2.4:A-C) <p>L.VI.2.3 A-B (Text features and visuals)</p> <ul style="list-style-type: none"> • I can use pictures, diagrams, and headings to find important information in a text.

	<p><i>(L.VI.2.3 A-B)</i></p> <ul style="list-style-type: none"> • I can use text features to help me understand what I am reading. <i>(L.VI.2.3 A-B)</i> <p>L.VL.2.2:B (Vocabulary in context)</p> <ul style="list-style-type: none"> • I can use new words I learn in reading, writing, and talking. (L.VL.2.2:B) • I can figure out what new words mean by using the words around them. (L.VL.2.2:B) <p>Social Studies:</p> <p>6.1.2.CivicsCM.1 (Rules and laws in the community)</p> <ul style="list-style-type: none"> • I can explain why rules and laws are important in my community. (6.1.2.CivicsCM.1) <p>6.1.2.CivicsCM.2 (Working together to solve problems)</p> <ul style="list-style-type: none"> • I can describe how people work together to solve problems in their community. (6.1.2.CivicsCM.2) <p>6.1.2.CivicsPI.3, 6.1.2.CivicsPI.5 (Rights and responsibilities of citizens)</p> <ul style="list-style-type: none"> • I can explain my rights and responsibilities as a citizen. (6.1.2.CivicsPI.3, 6.1.2.CivicsPI.5) <p>6.1.2.CivicsPI.6 (Three branches of government)</p> <ul style="list-style-type: none"> • I can explain how the three branches of government work together to make decisions. (6.1.2.CivicsPI.6)
--	--

	<p>6.1.2.CivicsPD.1, 6.1.2.CivicsPD.2 (Civic participation and community change)</p> <ul style="list-style-type: none"> • I can describe how people can make changes in their community. (6.1.2.CivicsPD.1, 6.1.2.CivicsPD.2) <p>6.1.2.CivicsPR.1, 6.1.2.EconET.5 (Economic impact of choices)</p> <ul style="list-style-type: none"> • I can tell how people's choices affect the community and the economy. (6.1.2.CivicsPR.1, 6.1.2.EconET.5) <p>6.1.2.EconGE.2 (Sharing and trading goods and services)</p> <ul style="list-style-type: none"> • I can explain how people share and trade goods and services. (6.1.2.EconGE.2) <p>6.1.2.HistoryCC.3 (Using sources to learn history)</p> <ul style="list-style-type: none"> • I can use different sources to learn about important events in history. (6.1.2.HistoryCC.3)
--	---

Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> • Collaborative Reading • Think-Pair-Share • Turn and Talk • Active Classroom <ul style="list-style-type: none"> ○ Who am I? ○ Reading Circle ○ A Timeline of Holidays 	<ul style="list-style-type: none"> • Teacher's Manual • Discussion Lesson T28 • LEAR Lessons - Developing Literacy Classrooms • Ask and Answer Questions • NJ Commission on Holocaust Education - K-2 lessons to embed • MagicSchool • Trade Books (more ideas on page 34b)

<ul style="list-style-type: none"> ○ Create a Collage ○ Act it Out ● Sing about It ● Blooket, Kahoot! <p>Small Group</p> <ul style="list-style-type: none"> ● Direct Instruction <p>Additional Strategies/Center Time Project-based learning/Culminating Task</p>	<ul style="list-style-type: none"> ○ Officer Buckle and Gloria by Peggy Rathmann ○ What If Everybody Did That? by Ellen Javernick ○ The Day You Begin by Jacqueline Woodson ○ Duck for President by Doreen Cronin ○ Grace for President by Kelly DiPucchio ○ If I Were President by Catherine Stier ○ Swimmy by Leo Lionni ○ The Little Red Hen (various versions) ○ A Chair for My Mother by Vera B. Williams ○ The Day Democracy Came to Town by Jacqueline Jules ○ Me on the Map by Joan Sweeney ○ A Chair for My Mother by Vera B. Williams
--	---

Tier II Vocabulary	Tier III Vocabulary
right, law, court, government, constitution, Congress, vote, represent, tax, Supreme Court, independence, colony, freedom, trade, peace,	consequence, interpret, document, conflict

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
<p>Lesson Check Exit Tickets Reading Check Collaborative Reading assignment</p>	<p>At the end of each unit: Social Studies chapter assessment Unit ELA assessment</p>	<p>Projects Portfolios Presentations</p>

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Utilize preferential seating • Provide additional options to demonstrate knowledge. 				
--	--	--	--	--

Related State Mandates	
<input checked="" type="checkbox"/> Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The Snowy Day, Wind Flyers</i>) <input type="checkbox"/> LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. <input type="checkbox"/> Other:	<input type="checkbox"/> Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. <input type="checkbox"/> Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. <input type="checkbox"/> Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found HERE .
<input type="checkbox"/> Climate Change <input checked="" type="checkbox"/> Other Interdisciplinary Connections: <input type="checkbox"/> ELA:

- ☐ **Math:**
- ☒ **Social Studies:** *George Washington, Wind Flyers*
- ☒ **Science:** *From Tadpole to Frog, From Caterpillar to Butterfly, How Plants Grow, How a Seed Grows, In a Nutshell*

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☒ **Creativity and Innovation**
 - ☒ **Critical Thinking and Problem Solving**
 - ☒ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Digital Citizenship**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ **1.2 Media Arts**
 - ☒ **Creating - Conceive, Develop, and/or Construct**
 - ☐ **Performing - Integrate, Practice, and/or Present**
 - ☐ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☐ **Connecting - Synthesize and/or Relate**

Unit #4: People Who Supply Our Goods and Services	Pacing (Weeks): 6 weeks
<p>Unit Description:</p> <p>ELA: In this unit, students read stories and informational texts to learn how people make choices about needs and wants, how producers and consumers work together, and how limited resources affect communities. They will retell and summarize key ideas from fiction and nonfiction texts and identify main ideas and supporting details (RL.IT.2.3, RI.IT.2.3). Students will ask and answer questions in discussions to clarify understanding and expand ideas (SL.11.2.2), and use text features, visuals, and context clues to understand new words (L.VI.2.3 A-B, L.VL.2.2:B). By reading, discussing, and connecting vocabulary to real-world examples, students will develop a deeper understanding of economic choices and community decision-making.</p> <p>Social Studies: In this unit, students learn how people make choices about needs and wants and how limited resources affect what communities produce and consume. They will explore the roles of producers and consumers, how goods and services are bought and sold, and the challenges producers face (6.1.2.EconET.1–3, 6.1.2.EconEM.1–3, 6.1.2.EconNE.1). Students will examine how food production and consumption have changed over time and use real-world examples and primary sources to understand economic decision-making (6.1.2.GeoHE.1, 6.1.2.GeoGI.1, 6.3.2.GeoGI.2). By reading, discussing, and analyzing examples, students will develop a deeper understanding of how economic choices shape communities.</p>	

Essential Questions	Enduring Understandings
<p>ELA:How can I retell a story or informational text to show I understand the main idea and important details? <i>(RL.IT.2.3, RI.IT.2.3)</i></p> <p>How can I ask and answer questions to learn more and understand what others are saying? <i>(SL.II.2.2)</i></p> <p>How can I use the beginning, middle, and end of a story or text to help me understand what happens? <i>(RL.IT.2.3, RI.IT.2.3)</i></p> <p>How can I use text features, pictures, and diagrams to find important information in a text? <i>(RI.IT.2.3, L.VI.2.3 A-B)</i></p> <p>How can I use context clues, word parts, and reading with fluency to understand new words and explain what I learned? <i>(L.RF.2.4 A-C, L.VL.2.2:B)</i></p> <p>Social Studies: How do people decide what they need and want when resources are limited? <i>(6.1.2.EconET.1, 6.1.2.EconEM.1)</i></p> <p>How do producers and consumers work together to buy and sell goods? <i>(6.1.2.EconET.2, 6.1.2.EconEM.2)</i></p> <p>How do producers face challenges that can limit the resources they have? <i>(6.1.2.EconET.3, 6.1.2.EconEM.3)</i></p> <p>How has food production and consumption changed over time? <i>(6.1.2.GeoHE.1, 6.3.2.GeoGI.2)</i></p> <p>How do the choices people make about resources affect their communities? <i>(6.1.2.CivicsPD.2, 6.1.2.CivicsCM.2, 6.1.2.GeoGI.1)</i></p>	<p>ELA: Students understand that retelling and summarizing stories and informational texts helps them figure out the main ideas and important details about needs, wants, and how people make choices. <i>(RL.IT.2.3, RI.IT.2.3)</i></p> <p>Students understand that asking and answering questions and building on what others say helps them learn more and share ideas clearly. <i>(SL.II.2.2)</i></p> <p>Students understand that using context clues, word parts, and reading with fluency and expression helps them understand new words and explain what they learned from a text. <i>(L.RF.2.4 A-C, L.VI.2.3 A-B, L.VL.2.2:B)</i></p> <p>Social Studies: People have to make choices about needs and wants because resources are limited.</p> <p>Food production and consumption is a process that often starts on the farm and the methods have changed over time.</p> <p>Producers and consumers are connected through the selling and buying of goods and services</p> <p>Producers face challenges which limit their resources.</p>

NJSL Standards	Learning Objectives
<p>ELA:</p> <p>SL.11.2.2 RL.IT.2.3 RI.IT.2.3 L.RF.2.4: A, B, C L.VI.2.3: A, B L.VL.2.2: B</p> <p>Social Studies:</p> <p>6.1.2.CivicsPD.2 6.1.2.CivicsCM.2 6.1.2.CivicsCM.3 6.1.2.GeoHE.1 6.1.2.GeoGI.1 6.1.2.EconET.1 6.1.2.EconET.2 6.1.2.EconET.3 6.1.2.EconEM.1 6.1.2.EconEM.2 6.1.2.EconEM.3 6.1.2.EconNE.1 6.3.2.GeoGI.2</p>	<p>ELA:</p> <p>RL.IT.2.3 (Retell and understand fiction)</p> <ul style="list-style-type: none"> • I can retell a story in my own words. • I can explain the main idea and important details of a story. <p>RI.IT.2.3 (Retell and understand nonfiction)</p> <ul style="list-style-type: none"> • I can summarize the important ideas in a nonfiction text. • I can explain how the parts of a nonfiction text fit together to show the main idea. <p>SL.PE.2.1:B (Discussion skills)</p> <ul style="list-style-type: none"> • I can ask questions to learn more during a discussion. • I can add my ideas and build on what others say when I talk with my classmates. <p>L.RF.2.4:A-C (Reading fluency and context)</p> <ul style="list-style-type: none"> • I can read aloud with accuracy, expression, and at the right speed. • I can use context clues to figure out the meaning of tricky words. <p>L.VI.2.3 A-B (Text features and visuals)</p> <ul style="list-style-type: none"> • I can use pictures, diagrams, and headings to find important information in a text. • I can use text features to help me understand what I am reading.

	<p>L.VL.2.2:B (Vocabulary in context)</p> <ul style="list-style-type: none"> • I can use new words I learn in reading, writing, and talking. • I can figure out what new words mean by using the words around them. <p>Social Studies:</p> <p>6.1.2.CivicsPD.2 (Choices and community impact)</p> <ul style="list-style-type: none"> • I can explain how people make choices about needs and wants. • I can describe how the choices people make affect their community. <p>6.1.2.CivicsCM.2 (Working together to solve problems)</p> <ul style="list-style-type: none"> • I can explain how people work together to solve problems. • I can give examples of ways my community solves problems. <p>6.1.2.CivicsCM.3 (Decision-making)</p> <ul style="list-style-type: none"> • I can explain how groups make decisions. • I can describe how people's ideas are used to make rules or solve problems. <p>6.1.2.GeoHE.1 (Human-environment interaction)</p> <ul style="list-style-type: none"> • I can explain how people use natural resources to make goods. • I can describe how using resources can change the environment.
--	---

	<p>6.1.2.GeoGI.1 (Movement of people and goods)</p> <ul style="list-style-type: none"> • I can explain why and how people move from place to place. • I can describe how goods move from one place to another. <p>6.1.2.EconET.1–3 (Economic concepts – needs/wants, goods/services)</p> <ul style="list-style-type: none"> • I can explain the difference between needs and wants. • I can describe how goods and services are produced and used. <p>6.1.2.EconEM.1–3 (Economic decision-making and challenges)</p> <ul style="list-style-type: none"> • I can explain how producers make choices about what to produce. • I can describe challenges producers face when resources are limited. <p>6.1.2.EconNE.1 (Economic choices and communities)</p> <ul style="list-style-type: none"> • I can explain how people’s choices about resources affect their community. • I can give examples of how communities meet people’s needs and wants. <p>6.3.2.GeoGI.2 (Changes over time – food production and consumption)</p> <ul style="list-style-type: none"> • I can explain how food production and consumption have changed over time. • I can describe how new ways of producing and using food help communities.
--	---

Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> ● Collaborative Reading ● Think-Pair-Share ● Turn and Talk ● Active Classroom <ul style="list-style-type: none"> ○ Who am I? ○ Reading Circle ○ A Timeline of Holidays ○ Create a Collage ○ Act it Out ● Sing about It ● Blooket, Kahoot! <p>Small Group</p> <ul style="list-style-type: none"> ● Direct Instruction <p>Additional Strategies/Center Time Project-based learning/Culminating Task</p>	<ul style="list-style-type: none"> ○ Teacher's Manual ○ Discussion Lesson T28 ○ LEAR Lessons - Developing Literacy Classrooms ○ Ask and Answer Questions ● NJ Commission on Holocaust Education - K-2 lessons to embed ● MagicSchool ● Trade Books (more ideas on page 34b) ● "Lemonade in Winter" – Emily Jenkins ● "If You Give a Mouse a Cookie" – Laura Numeroff ● "Bread and Jam for Frances" – Russell Hoban ● "A Chair for My Mother" – Vera B. Williams ● "Click, Clack, Moo: Cows That Type" – Doreen Cronin ● "Those Shoes" – Maribeth Boelts ● "Market Day" – Lois Ehlert

Tier II Vocabulary	Tier III Vocabulary
needs, wants, choice, scarce, barter, producers, harvest, goods, consumers, services, process, distributors, markets, weather, drought, climate, irrigation,	purchase, natural, sequence, source,

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
<p>Lesson Check</p> <p>Exit Tickets</p> <p>Reading Check</p> <p>Collaborative Reading assignment</p>	<p>At the end of each unit:</p> <p>Social Studies chapter assessment</p> <p>Unit ELA assessment</p>	<p>Projects</p> <p>Portfolios</p> <p>Presentations</p>

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> ● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking Content ● Use mnemonic devices ● Untimed and/or extended test taking time 	<ul style="list-style-type: none"> ● Read tests aloud ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Pre-teach vocabulary prior to reading complex text. ● Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> ● Tabletop Mini Lessons ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Provide notes and images ● Chunking Content ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Student choice for project or approach to assignment ● Use video to demonstrate understanding of content. ● Provide additional options to demonstrate knowledge. ● SIOP model strategies 	<ul style="list-style-type: none"> ● Expanding time for free reading ● Additional student-driven opportunities ● Student choice for project or approach to assignment ● Inquiry-based instruction ● Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 				
---	--	--	--	--

Related State Mandates

- ☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (*The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin*)
- ☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.
- ☐ **Other:**

- ☒ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (*Harriet Tubman*)
- ☐ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.
- ☐ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☒ **Climate Change: *Follow the Moon Home*,**

☒ **Other Interdisciplinary Connections:**

☐ **ELA:**

☐ **Math:**

☒ **Social Studies:** *Daring Amelia, Harriet Tubman, Dancing Hands, Career Day, Ada's Violin*

☒ **Science:** *Follow the Moon Home, Follow the Water from Brook to Ocean, Clouds*

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

☐ **9.1 Personal Financial Literacy**

☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*

☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*

☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

☒ **9.2 Career Awareness and Planning**

☒ **9.4 Life Literacies and Key Skills**

☒ **Creativity and Innovation**

☒ **Critical Thinking and Problem Solving**

☒ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

☐ **8.1 Computer Science**

☒ **8.2 Design Thinking**

☐ **9.4 Life Literacies and Key Skills**

☐ **Digital Citizenship**

☐ **Information and Media Literacy**

☐ **Technology Literacy**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☒ **1.2 Media Arts**

- ☒ **Creating - Conceive, Develop, and/or Construct**
- ☒ **Performing - Integrate, Practice, and/or Present**
- ☒ **Responding - Perceive, Evaluate, and/or Interpret**
- ☒ **Connecting - Synthesize and/or Relate**

Unit #5: Making a Difference

Pacing (Weeks): 6 weeks

Unit Description:

ELA: In this unit, students read stories and informational texts to learn about heroes and how people can make a difference. They will describe how characters respond to challenges and how real-life individuals take action to help others (RL.CT.2.8, RI.CT.2.8). Students will use illustrations, text features, and details in the text to understand characters' actions and the main events (RL.MF.2.6, RI.MF.2.6). They will practice reading with accuracy, expression, and understanding, using context clues to figure out unfamiliar words (L.RF.2.4:A-C) and expand their vocabulary by learning new words from the texts (L.VL.2.2:C). By reading, discussing, and reflecting on these texts, students will understand that anyone can be a hero and make a difference in their community.

Social Studies: In this unit, students explore what it means to be a hero and how anyone can make a difference in their community. They will learn that heroes can work in many different jobs and fields, and that being a hero doesn't always mean being famous—sometimes ordinary people do heroic things (Amistad Law, 6.1.2.CivicsPI.4, 6.1.2.CivicsPD.1, 6.3.2.CivicsPD.1). Students will examine stories and primary sources to see how heroes take action, solve problems, and lead by example (6.1.2.CivicsDP.2, 6.1.2.CivicsCM.2, 6.1.2.CivicsCM.3, 6.1.2.HistoryCC.3, 6.1.2.HistoryUP.3). By discussing, reading, and reflecting on these examples, students will understand that anyone can contribute to positive change and become a leader in their own way.

Essential Questions	Enduring Understandings
<p>ELA: How can I tell what a character or real person does to solve problems or help others? (RL.CT.2.8, RI.CT.2.8)</p> <p>How can I use pictures, text features, and details to understand a story or informational text? (RL.MF.2.6, RI.MF.2.6)</p> <p>How can I use context clues to figure out words I don't know? (L.RF.2.4:B-C)</p> <p>How can reading with expression and accuracy help me understand a story better? (L.RF.2.4:A)</p> <p>How can learning new words from stories and texts help me talk and write about heroes? (L.VL.2.2:C)</p> <p>Social Studies: What makes someone a hero? (6.1.2.CivicsPI.4)</p> <p>How can ordinary people make a difference in their community? (6.1.2.CivicsPD.1, 6.3.2.CivicsPD.1)</p> <p>How do heroes solve problems and help others work together? (6.1.2.CivicsDP.2, 6.1.2.CivicsCM.2, 6.1.2.CivicsCM.3)</p> <p>How can we learn about heroes and important events from different sources? (6.1.2.HistoryCC.3, 6.1.2.HistoryUP.3)</p> <p>How can anyone become a leader or a hero in their own way? (6.1.2.CivicsPD.1, 6.1.2.CivicsDP.2)</p>	<p>ELA: Stories and texts can show how characters or real people solve problems and make a difference. (RL.CT.2.8, RI.CT.2.8)</p> <p>Using pictures, text features, and details in a story or informational text helps me understand the events and actions. (RL.MF.2.6, RI.MF.2.6)</p> <p>Reading carefully, using context clues, and learning new words helps me understand stories better and talk about what I read. (L.RF.2.4:A-C, L.VL.2.2:C)</p> <p>Social Studies: A hero is a person who helps others in need.</p> <p>Anyone can be a hero and change the world to make it better.</p> <p>A hero may work in any field such as science, the arts, or government.</p> <p>A hero may become a leader or may be an ordinary person who helps solve a local problem.</p>

NJSL Standards	Learning Objectives
----------------	---------------------

<p>ELA:</p> <p>RL.CT.2.8 RI.CT.2.8 RL.MF.2.6 RI.MF.2.6 L.RF.2.4: A, B, C L.VL.2.2: C</p> <p>SL.PE.2.1:C</p> <p>Social Studies:</p> <p>Amistad Law 6.1.2.CivicsPI.4 6.1.2.CivicsPD.1 6.1.2.CivicsDP.2 6.1.2.CivicsCM.2 6.1.2.CivicsCM.3 6.1.2.HistoryCC.3 6.1.2.HistoryUP.3 6.3.2.CivicsPD.1</p>	<p>ELA: RL.CT.2.8 (Comprehension of character actions in fiction)</p> <ul style="list-style-type: none"> • I can explain how a character solves problems or helps others in a story. • I can describe how a character’s actions show what they are like. <p>RI.CT.2.8 (Comprehension of actions in nonfiction)</p> <ul style="list-style-type: none"> • I can explain how a real person solves problems or helps others. • I can describe what a person does to make a difference in their community. <p>RL.MF.2.6 (Using illustrations in fiction)</p> <ul style="list-style-type: none"> • I can use pictures in a story to understand what is happening. • I can explain how illustrations show what characters are doing or feeling. <p>RI.MF.2.6 (Using text features in nonfiction)</p> <ul style="list-style-type: none"> • I can use headings, captions, and pictures to understand facts about real people. • I can use text features to help me understand important ideas in a nonfiction text. <p>L.RF.2.4:A-C (Fluency and using context clues)</p> <ul style="list-style-type: none"> • I can read aloud with expression, accuracy, and at the right speed. • I can use clues in the words and sentences to figure out what unknown words mean. <p>L.VL.2.2:C (Vocabulary in context)</p> <ul style="list-style-type: none"> • I can use new words I learn from stories or texts when I talk and write.
--	--

	<ul style="list-style-type: none"> • I can figure out what new words mean by using the words around them. <p>SL.PE.2.1:C (Building on others' ideas in discussions)</p> <ul style="list-style-type: none"> • I can add my ideas to what someone else says in a conversation. • I can use what others say to help me share my own ideas. <p>Social Studies: Amistad Law (Understanding heroes and diverse perspectives)</p> <ul style="list-style-type: none"> • I can explain how people from different backgrounds have made a difference. • I can talk about important heroes from history and what they did to help others. <p>6.1.2.CivicsPI.4 (Rights and responsibilities of citizens)</p> <ul style="list-style-type: none"> • I can explain how people's actions can help others in their community. • I can describe how anyone can make a difference, even in small ways. <p>6.1.2.CivicsPD.1 / 6.3.2.CivicsPD.1 (Civic participation)</p> <ul style="list-style-type: none"> • I can describe ways that people can take action to help their community. • I can explain how ordinary people can solve problems or make positive changes. <p>6.1.2.CivicsDP.2 (Decision-making and problem-solving)</p> <ul style="list-style-type: none"> • I can explain how heroes solve problems in their community. • I can describe choices heroes make to help others.
--	---

	<p>6.1.2.CivicsCM.2 / 6.1.2.CivicsCM.3 (Collaboration and communication)</p> <ul style="list-style-type: none"> • I can explain how heroes work with others to solve problems. • I can describe how people share ideas to help their community. <p>6.1.2.HistoryCC.3 / 6.1.2.HistoryUP.3 (Using sources to learn about the past)</p> <ul style="list-style-type: none"> • I can use pictures, books, and other sources to learn about heroes and important events. • I can explain how heroes from the past made a difference in their communities.
--	---

Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> • Collaborative Reading • Think-Pair-Share • Turn and Talk • Active Classroom <ul style="list-style-type: none"> ○ Who am I? ○ Reading Circle ○ A Timeline of Holidays ○ Create a Collage ○ Act it Out • Sing about It • Blooket, Kahoot! <p>Small Group</p> <ul style="list-style-type: none"> • Direct Instruction 	<ul style="list-style-type: none"> • Teacher’s Manual • Discussion Lesson T28 • LEAR Lessons - Developing Literacy Classrooms • Ask and Answer Questions • NJ Commission on Holocaust Education - K-2 lessons to embed • MagicSchool • Trade Books (more ideas on page 34b) <ul style="list-style-type: none"> “Brave Irene” – William Steig “Amazing Grace” – Mary Hoffman “Thunder Cake” – Patricia Polace “Miss Rumphius” – Barbara Cooney “Beatrice’s Goat” – Page McBrier “The Little Engine That Could” – Watty Piper “Henry’s Freedom Box” – Ellen Levine “Sylvester and the Magic Pebble” – William Steig

Additional Strategies/Center Time Project-based learning/Culminating Task	“Roxaboxen” – Alice McLerran
---	------------------------------

Tier II Vocabulary	Tier III Vocabulary
trait, courage, risk, sacrifice, common good, inspire, justice, Civil War, reservation, civil rights, protest, race, boycott, invention, element, vaccine, experiment, poverty, volunteer, first responder,	goal, behalf, considerable, discovery, establish, ongoing,

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Check Exit Tickets Reading Check Collaborative Reading assignment	At the end of each unit: Social Studies chapter assessment Unit ELA assessment	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or

<ul style="list-style-type: none"> • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	<p>approach to assignment</p> <ul style="list-style-type: none"> • Inquiry-based instruction • Provide additional options to demonstrate knowledge.
--	--	---	--	---

Related State Mandates	
<input checked="" type="checkbox"/> Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic	<input checked="" type="checkbox"/> Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the

<p>diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin</i>)</p> <p><input type="checkbox"/> LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.</p> <p><input type="checkbox"/> Other:</p>	<p>contributions of African Americans to this country. (<i>Harriet Tubman</i>)</p> <p><input type="checkbox"/> Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions.</p> <p><input type="checkbox"/> Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..</p>
--	--

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found HERE .
<p><input checked="" type="checkbox"/> Climate Change: <i>Follow the Moon Home</i>,</p> <p><input checked="" type="checkbox"/> Other Interdisciplinary Connections:</p> <p><input type="checkbox"/> ELA:</p> <p><input type="checkbox"/> Math:</p> <p><input checked="" type="checkbox"/> Social Studies: <i>Daring Amelia, Harriet Tubman, Dancing Hands, Career Day, Ada's Violin</i></p> <p><input checked="" type="checkbox"/> Science: <i>Follow the Moon Home, Follow the Water from Brook to Ocean, Clouds</i></p>

Integration of 21st Century Skills: Career Readiness, Life Literacy, and Key Skills
<p><input type="checkbox"/> 9.1 Personal Financial Literacy</p> <p><input type="checkbox"/> Financial Health: <i>Financial Psychology, Civic Financial Responsibility</i></p> <p><input type="checkbox"/> Financial Landscape: <i>Financial Institutions, Economic & Government Influences</i></p> <p><input type="checkbox"/> Money Management: <i>Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile</i></p>

☒ **9.2 Career Awareness and Planning**

☒ **9.4 Life Literacies and Key Skills**

☒ **Creativity and Innovation**

☒ **Critical Thinking and Problem Solving**

☒ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

☐ **8.1 Computer Science**

☒ **8.2 Design Thinking**

☐ **9.4 Life Literacies and Key Skills**

☐ **Digital Citizenship**

☐ **Information and Media Literacy**

☐ **Technology Literacy**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☒ **1.2 Media Arts**

☒ **Creating - Conceive, Develop, and/or Construct**

☒ **Performing - Integrate, Practice, and/or Present**

☒ **Responding - Perceive, Evaluate, and/or Interpret**

☒ **Connecting - Synthesize and/or Relate**

Unit #6: Our American Culture	Pacing (Weeks): 6 weeks
<p>Unit Description</p> <p>ELA: In this unit, students read stories and informational texts to explore American culture and the diverse traditions that shape our country. They will use text features and illustrations to locate important information and understand how ideas are connected (RI.AA.2.7, RI.PP.2.5, RL.PP.2.5). Students will practice reading with accuracy, fluency, and expression, using strategies to understand unfamiliar words (L.RF.2.4:A-C). They will also expand their vocabulary by exploring words that describe cultural practices and celebrations (L.VI.2.3:C). By reading, discussing, and reflecting on these texts, students will recognize and appreciate the unique traditions that make up our American culture.</p> <p>Social Studies: In this unit, students learn about American culture and the many ways it is shared and celebrated. They will explore how traditions, stories, and holidays are passed down through families and communities, and how these practices honor the people, religions, and heroes who helped shape our nation (6.1.2.HistoryUP.1, 6.1.2.HistoryUP.2, 6.1.2.HistorySE.1). Students will learn how cultures are shared across the United States, and how diverse communities contribute to our shared identity (6.1.2.GeoHE.3, 6.1.2.GeoGI.2). They will also examine how citizens can work together to show respect, fairness, and responsibility in honoring cultural traditions (6.1.2.CivicsDP.3, 6.1.2.CivicsCM.3). By studying American stories, national holidays, and cultural practices through the lens of the Amistad Law, students will recognize that our culture is made stronger and richer by the voices and contributions of all people.</p>	

Essential Questions	Enduring Understandings
<p>ELA: How can I use pictures, maps, and other text features to learn about American culture and traditions? (RI.PP.2.5, RL.PP.2.5)</p> <p>How can illustrations and details help me understand how people live, celebrate, and share culture in the United States? (RI.AA.2.7)</p> <p>How can reading with accuracy, fluency, and expression help me better understand stories and informational texts? (L.RF.2.4:A-C)</p> <p>How can I use context clues to figure out the meaning of new words about culture and traditions? (L.RF.2.4:B-C)</p> <p>How can learning new words from stories and informational texts help me describe and talk about American culture? (L.VI.2.3:C)</p> <p>Social Studies: How is culture passed down from families and communities over time? (6.1.2.HistoryUP.1, 6.1.2.HistoryUP.2)</p> <p>How do people from different cultures share their traditions in the United States? (6.1.2.GeoHE.3, 6.1.2.GeoGI.2)</p> <p>Why are American stories important for understanding our country's history and culture? (6.1.2.HistorySE.1)</p> <p>How do national holidays help us honor important people, religions, and heroes in our culture? (6.1.2.HistoryUP.2, 6.1.2.CivicsDP.3)</p> <p>How can working together and showing respect help us celebrate and protect our cultural traditions? (6.1.2.CivicsCM.3, Amistad Law)</p>	<p>ELA: Readers can use pictures, text features, and details to understand stories and informational texts about culture and traditions. (RI.PP.2.5, RL.PP.2.5, RI.AA.2.7)</p> <p>Good readers read with accuracy, fluency, and expression to make sense of what they are reading. (L.RF.2.4:A-C)</p> <p>When readers come to a word they don't know, they can use context clues and strategies to figure it out. (L.RF.2.4:B-C)</p> <p>Learning new words from stories and texts helps readers explain and write about American culture. (L.VI.2.3:C)</p> <p>Social Studies: Culture is passed down through generations.</p> <p>Many different cultures are shared in the United States.</p> <p>American Stories are an important part of our culture.</p> <p>National holidays are an important way to honor people, religions, and heroes in our culture.</p>

NJSL Standards	Learning Objectives
<p>ELA:</p> <p>RI.AA.2.7 RL.PP.2.5 RI.PP.2.5 L.RF.2.4: A, B, C</p> <p>Social Studies:</p> <p>Amistad Law 6.1.2.CivicsDP.3 6.1.2.CivicsCM.3 6.1.2.GeoHE.3 6.1.2.GeoGI.2 6.1.2.HistoryUP.1 6.1.2.HistoryUP.2 6.1.2.HistorySE.1</p>	<p>ELA:</p> <p>RI.AA.2.7 (Use illustrations and words to understand information)</p> <ul style="list-style-type: none"> • I can look at pictures, charts, and words together to understand ideas about American culture. • I can explain how illustrations and details in a text help me learn about traditions and celebrations. <hr/> <p>RL.PP.2.5 (Use text features in stories)</p> <ul style="list-style-type: none"> • I can use headings, bold words, and pictures to help me find information in a story. • I can explain how the author’s choices, like chapter titles or illustrations, help me follow a story. <hr/> <p>RI.PP.2.5 (Use text features in informational texts)</p> <ul style="list-style-type: none"> • I can use captions, labels, and diagrams to learn more from an informational text. • I can find and use important information by looking at the text features in nonfiction books. <hr/> <p>L.RF.2.4:A-C (Read with accuracy, fluency, and expression; use strategies for</p>

unknown words)

- I can read smoothly, with accuracy, and in a voice that makes sense for the story.
 - I can figure out words I don't know by using clues in the text or breaking them into parts.
-

L.VI.2.3:C (Expand vocabulary through texts)

- I can learn new words from stories and informational texts about culture.
- I can use new words I've learned to talk and write about traditions and celebrations.

Social Studies:

Amistad Law

- I can learn about the contributions and experiences of African Americans in shaping our culture.
 - I can understand that all people's voices and stories are important to American history and traditions.
-

6.1.2.CivicsDP.3 (Explain how rules and laws are created and followed)

- I can explain why we need rules and laws to respect and protect cultural traditions.
- I can give examples of how people follow rules to help everyone celebrate safely and fairly.

6.1.2.CivicsCM.3 (Describe ways people work together to solve problems in communities)

- I can work with others to share and respect different cultural traditions.
 - I can describe how communities come together to celebrate holidays and events.
-

6.1.2.GeoHE.3 (Describe how human actions affect the environment)

- I can explain how people use land and resources to celebrate traditions and holidays.
 - I can describe how people take care of places that are important to culture and history.
-

6.1.2.GeoGI.2 (Explain how cultures share and connect across places)

- I can describe how people share traditions, food, music, and stories across the United States.
 - I can explain how people from different cultures bring their ideas and celebrations to America.
-

6.1.2.HistoryUP.1 (Explain how culture is passed down)

	<ul style="list-style-type: none"> • I can explain how families pass down traditions through stories, holidays, and celebrations. • I can share ways my family or community passes down culture to me. <hr/> <p>6.1.2.HistoryUP.2 (Explain how culture changes and stays the same over time)</p> <ul style="list-style-type: none"> • I can describe how traditions can change or stay the same over time. • I can explain how people celebrate holidays today compared to long ago. <hr/> <p>6.1.2.HistorySE.1 (Explain how stories and history shape culture)</p> <ul style="list-style-type: none"> • I can explain why American stories are important for learning about our culture. • I can describe how heroes and leaders from the past are remembered in stories and holidays.
--	---

Instructional Strategies	Instructional Resources
Whole Group <ul style="list-style-type: none"> • Collaborative Reading • Think-Pair-Share • Turn and Talk • Active Classroom <ul style="list-style-type: none"> ○ Who am I? 	<ul style="list-style-type: none"> • Teacher's Manual • Discussion Lesson T28 • LEAR Lessons - Developing Literacy Classrooms • Ask and Answer Questions • NJ Commission on Holocaust Education - K-2 lessons to embed

<ul style="list-style-type: none"> ○ Reading Circle ○ A Timeline of Holidays ○ Create a Collage ○ Act it Out <ul style="list-style-type: none"> ● Sing about It ● Blooket, Kahoot! <p>Small Group</p> <ul style="list-style-type: none"> ● Direct Instruction <p>Additional Strategies/Center Time Project-based learning/Culminating Task</p>	<ul style="list-style-type: none"> ● MagicSchool ● Trade Books (more ideas on page 34b) “John Henry” by Julius Lester (illustrated by Jerry Pinkney) “Paul Bunyan” by Steven Kellogg “Pecos Bill: A Tall Tale” by Steven Kellogg “The Legend of Johnny Appleseed” by James Daugherty “The Wall” by Eve Bunting “Veterans: Heroes in Our Neighborhood” by Valerie Pfundstein “A Picture Book of George Washington” by David A. Adler “Martin’s Big Words” by Doreen Rappaport
---	---

Tier II Vocabulary	Tier III Vocabulary
language, religion, heritage, continue, unique, diverse, parade, settled, fact, fiction, folk tale, tall tale, honor, veteran, monument	instrument, character, travel, treated,

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Check Exit Tickets Reading Check Collaborative Reading assignment	At the end of each unit: Social Studies chapter assessment Unit ELA assessment	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> ● Utilize preferential seating ● Provide additional options to demonstrate knowledge. 				
--	--	--	--	--

Related State Mandates

☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (*The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin*)

☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

☐ **Other:**

☒ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (*Harriet Tubman*)

☐ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.

☐ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

☒ **Climate Change: *Follow the Moon Home*,**

☒ **Other Interdisciplinary Connections:**

☐ **ELA:**

☐ **Math:**

- ☒ **Social Studies:** *Daring Amelia, Harriet Tubman, Dancing Hands, Career Day, Ada's Violin*
- ☒ **Science:** *Follow the Moon Home, Follow the Water from Brook to Ocean, Clouds*

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☒ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☒ **Creativity and Innovation**
 - ☒ **Critical Thinking and Problem Solving**
 - ☒ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☒ **8.2 Design Thinking**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Digital Citizenship**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ **1.2 Media Arts**

- ☒ **Creating - Conceive, Develop, and/or Construct**
- ☒ **Performing - Integrate, Practice, and/or Present**
- ☒ **Responding - Perceive, Evaluate, and/or Interpret**
- ☒ **Connecting - Synthesize and/or Relate**