

MP1a-Community Life

Content Area: **Social Studies**
Course(s): **Social Studies 2**
Time Period: **Marking Period 1**
Length: **Marking Period 1**
Status: **Not Published**

Essential Questions

- What make a strong community?

Big Ideas

- It is important to understand and appreciate differences.
- Personal, family, and community history is a source of information for individuals about the people and places around them.

Technology Integration

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Activity: Students will use Scholastic News on the iPad to listen to the magazine about Communities. Students will complete the online activity.

Career Education Integration

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to persona likes and dislikes.

Connection: Compare communities in the past and present. Ask students to look at the kind of jobs people had then as compared to now.

Enduring Understandings

U.S. History: America in the World

D. History, Culture, and Perspectives

6.1.4.D.11[M] Determine how local and state communities have changed over time, and explain the reasons for changes.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

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

Focus Areas

- Recognize change and continuity in their lives
- Describe their families through 2 generations
- Compare life today with long ago

Activities and Assessments

Family tree

Long ago-now-sort, Venn diagram (Big Book)

Interactive notebook – here & now

Interactive notebook – urban/suburban/rural community

Fill out diagram with words about each community-compare/contrast also

Unit 1 test

DBQ: First Thanksgiving

Resources

Core Lessons

Nystrom-Exploring Where & Why

- Unit 1-Our Community

Lesson 1: Explore Communities

Lesson 2: Types of Communities

Lesson 3: People & Places

Lesson 4: Our History

Lesson 5: Vocabulary for urban/suburban, rural community

- Big Book-Then -Now

MP1b-Civics

Content Area: **Social Studies**
Course(s): **Social Studies 2**
Time Period: **Marking Period 1**
Length: **Marking Period 1**
Status: **Not Published**

Essential Questions

- What characterizes a good citizen?

Big Ideas

- How communities long ago, now and far away help citizens all over the world.
- The United States democratic system requires active participation of its citizens.

Technology Integration

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

Activity: Students will use the iPads to view the BrainPop Jr video on how to use the internet safely and appropriately. They will list ways to show good Digital Citizenship by completing the Write About It section of the Brainpopjr video.

Enduring Understandings

U.S. History: America in the World

A. Civics, Government, and Human Rights

6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.12 Explain the process of creating change at the local, state, or national level.

Active Citizenship in the 21st Century

A. Civics, Government, and Human Rights

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

B. Geography, People and the Environment

6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Focus Areas

- Explore local, national, international events
- Retell events in order/sequence – time line

Activities and Assessments

Current Events

Time life-use Milltown Website

DBQ: Gaining Equal Rights

Resources

Core Lessons

Nystrom-Exploring Where and Why

- Unit 5 Our Country's Government and History

Lesson 1 A&B: Our Country's Government

Milltown Website

MP2a-Economic Literacy

Content Area: **Social Studies**
Course(s): **Social Studies 2**
Time Period: **Marking Period 2**
Length: **Marking Period 2**
Status: **Not Published**

Essential Questions

- How does money determine our daily life choices?

Big Ideas

- People make life choices depending on their income and needs.
- Economics is a driving force for the occurrence of various events and phenomena in societies.

Technology Integration

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Activity: Students will watch a BrainPop Jr. video on the iPad. Students will complete the online Write About It activity.

Career Education Integration

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Connection: Discuss different jobs and how those jobs receive income.

Enduring Understandings

U.S. History: America in the World

C. Economics, Innovation, and Technology

- 6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4 Describe how supply and demand influence price and output of products.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.C.11[M] Recognize the importance of setting long-term goals when making financial decisions within the community.

Focus Areas

- Basic goods and services a family needs for everyday life
- Why should we save money
- Discuss jobs and how these jobs receive income

Activities and Assessments

Interactive notebook

Wants and needs sort

Goods and services sort

Now and long ago

BrainPop Jr – needs, wants, goods, services, saving and spending

Resources

Core Lessons

Nystrom-Exploring Where and Why

- Unit 2 Communities Meeting Their Needs and Wants

Lesson 1: Needs – Wants

- Read: *Lily Learns about Wants and Needs*

Lesson 2: Making/selling goods

- Read: *What are Goods and Services?*

Lesson 3: Providing services

- Read: *Trouble with Money*

Lesson 4: Using-earning money

- Read: *Jobs People Do*

MP2b-American Culture

Content Area: **Social Studies**
Course(s): **Social Studies 2**
Time Period: **Marking Period 2**
Length: **Marking Period 2**
Status: **Not Published**

Essential Questions

- How have immigrants contributed to American culture?

Big Ideas

- How American beliefs help leaders all over the world make responsible choices for all citizens.
- Cultures struggle to maintain traditions in a changing society.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- Immigrants can become and obtain the rights of American citizens.

Technology Integration

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Activity: Students will use the iPad to watch a BrainPop Jr video on Thanksgiving. Students will complete the online Write About It activity.

Enduring Understandings

U.S. History: America in the World

A. Civics, Government, and Human Rights

- 6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

D. History, Culture, and Perspectives

- 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

Focus Areas

- Identify American symbols and their meanings
- Identify community and government leaders
- Discuss how America is a diverse nation and one of many around the world.
- Identify traditions and celebrations of various cultures.

Activities and Assessments

American symbols-booklet

Write about a time when your friend got hurt. How did you help them?

What happens when you have an argument? How do you solve the problem?

Fill out flow chart-How nations work together

Choose a problem in school

International luncheon

BrainPop jr.

DBQ's: Cesar Chavez and Dr. Antonia Novello

Resources

Core Lessons

Nystrom-Exploring Where and Why

- Unit 5: Our Country's Government

Lesson 3: Our Country's History

Watch BrainPop Jr about American symbols and what they mean

Read: *How Nations Work Together to Solve Problems* - Introduce vocabulary words and discuss what they mean

Read: *Keeping Peace* —(across nations)

Read: *Cooperation-The Crayon Box that talked*

Read: *Children Just Like Me: Celebrations*

MP3a-State and Nation

Content Area: **Social Studies**
Course(s): **Social Studies 2**
Time Period: **Marking Period 3**
Length: **Marking Period 3**
Status: **Not Published**

Essential Questions

- How do famous Americans contribute to our nation's values?

Big Ideas

- Name famous Americans that changed our nation and their importance.
- Key historical events, documents, and individuals led to the development of our nation.

Technology Integration

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Activity: Students will watch two BrainPop Jr. videos (Abraham Lincoln and George Washington). Students will create an online organizer to compare and contrast the two presidents. Students will also listen to a Scholastic News article on President's Day. Students will complete an online game activity.

Enduring Understandings

U.S. History: America in the World

D. History, Culture, and Perspectives

6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

Focus Areas

- Recognize major figures in American History ex. George Washington

- Recognize important women in history
- Discuss major national holidays (Independence Day, Labor Day)

Activities and Assessments

BrainPop Jr. – Thanksgiving, Winter holidays

BrainPop Jr. – Alexander Graham Bell, Susan B. Anthony, Martin Luther King, Harriet Tubman & Rosa Parks

Biography books

President packet

President sort

Interactive notebook-George Washington

DBQ's: Important People-George Washington

Abraham Lincoln

Students will do a short information sheet on a famous American

Present research to the class

Make a mini-book about our national holidays

Resources

Core Lessons

Nystrom-Exploring Where and Why

Unit 5: Our Country's Government and History

- Lesson 4: Our Country's Leaders

Various Biographies

- Watch BrainPop Jr. about famous Americans
- Read: *A Famous American* – write details about them on chart paper
- Read: *A Famous American Woman* – write details about their life
- Make a list of national holidays – discuss why they are so important to us

MP3b-Politics and Government

Content Area: **Social Studies**
Course(s): **Social Studies 2**
Time Period: **Marking Period 3**
Length: **Marking Period 3**
Status: **Not Published**

Essential Questions

- How does the U.S. government work?

Big Ideas

- How can American citizens participate in community and political life?
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.

Technology Integration

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Activity: Students will watch a BrainPop Jr. video on Rights and Responsibilities. Students will complete the online Write About It activity.

Enduring Understandings

U.S. History: America in the World

A. Civics, Government, and Human Rights

- 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
- 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and

national levels, the services provided, and the impact of policy decisions made at each level

Focus Areas

- Explain the need for rules, laws, government
- Give examples of authority and recognize problems that might arise from lack of authority
- How can citizens participate in the community and political life
- Justice means fairness for all
- What is it to be responsible
- Respect of all people

Activities and Assessments

Assign worksheet- What is your responsibility at school?

In groups write rules that need to be followed in school, home and community

Write about a time you were punished, how did you feel about your punishment?

Write a list of ways you can help your community

BrainPop Jr.

Resources

Core Lessons

Nystrom-Exploring Where and Why

- Unit 5 Our Country's Government and History

Lesson 1 C&D: Our Country's Government

Introduce vocabulary- responsibility, leader, etc.

Read: *Arthur's Pet Business*

Read: Article- *Our Responsibility to Obey Laws* - discuss what that means and how to be a good citizen

Read: Article- *Broken Laws and Consequences*

Read: *What if Everybody Did That?*

MP4a-Places and Regions

Content Area: **Social Studies**
Course(s): **Social Studies 2**
Time Period: **Marking Period 4**
Length: **Marking Period 4**
Status: **Not Published**

Essential Questions

- In what ways can maps help us identify different places?

Big Ideas

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

Technology Integration

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

Activity: Students will use the iPads and google maps to locate Milltown, NJ and their house. Students will print out a picture of their house and share with the class.

Enduring Understandings

U.S. History: America in the World

B. Geography, People, and the Environment

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas,

worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones

and locations using latitude and longitude

Focus Area

- Use maps to locate different locations near and far
- Use maps to locate bodies of water
- Discuss how weather effects all regions of the world and everyday life
- Discuss types of transportation used to move goods and people

Activities and Assessments

Puzzle map

BrainPop Jr.

7 continents/5 oceans

DBQ's: Interesting Places-The Great Lakes

The Amazon Rain Forest

Supplemental: All others

Using a map to find places

Using a map to follow directions

Resources

Core Lesson

Nystrom

- Unit 3 Exploring Maps and Globes

Lesson 1: Features of Maps and Globes

Lesson 2: Looking at Natural Features

Lesson 3: Looking at Cultural Features

Lesson 4: Locating Places on a Map

Lesson 5: North, South, East, and West

Lesson 6: Distances Between Places

- Unit 6 Looking at Our World

Lesson 1: Hemispheres

Lesson 2: Day/night, climate, season

Lesson 3: Land/water

Lesson 4: People/places around the world

MP4b-Current Events

Content Area: **Social Studies**
Course(s): **Social Studies 2**
Time Period: **Marking Period 4**
Length: **Marking Period 4**
Status: **Not Published**

Essential Questions

- What is in the news?

Technology Integration

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Students will listen to a Scholastic News article about Earth Day on the iPads. Students will complete the game activity.

Enduring Understandings

Social Study Skills

Chronological Thinking

- Explain how the present is connected to the past

Spatial Thinking

- Determine locations of places and interpret information available on maps and globes.
- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.

Focus Areas

- Identify places where students can find information.
- Distinguish between eyewitness and secondary accounts.
- Discuss age appropriate interest stories gathered from a variety of sources (e.g., books, newspapers, TV, radio, Internet).
- Place events on a timeline
- Determine locations of events using maps and globes
- Distinguish fact from fiction

Activities and Assessments

Current Event reports

Summarize a news story

Discussion

Present ideas in oral format