

Swedesboro-Woolwich School District's Social Studies Curriculum Guidance Document
Second Grade ~ Unit 1 ~ Geography and Mapping Skills: People, Places, and Environments

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit 1 ~ Geography and Mapping Skills: People, Places, and Environments/Module Overview

In this unit, students will set the tone for their classroom environment. They will review how their classroom setting is within a school, the school is within a neighborhood, and the neighborhood is part of a larger community. Students will learn how geography affects people and cultures. Students will gain a growing understanding of how to use maps and globes and the vocabulary we use to talk about geography. They will also become familiar with the needs for rules and governance in the classroom and community. They will discuss what it means to act with character, how they will be responsible for their actions, and how their actions can affect others in the classroom and school. as well as why it is important to accept all members of a community and the different beliefs shared.

Core Content Vocabulary: fairness, equality, law, community, respect, rights, segregation, justice, acceptance, north, south, east, west, cardinal directions, countries, continents, culture

Social Studies Disciplinary Concepts Included in this Unit:

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Civic Mindfulness (CM)

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Standards Covered in Current Unit/Module

Related Standards and Learning Goals

*See standards in lessons below

Unit 1 ~ Geography and Mapping Skills: People, Places, and Environments ~ Weekly Learning Activities and Pacing Guide
Time Frame: 12 weeks

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
September Lesson 1: Labor Day	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.CivicsPI.1 – <i>Describe the roles and responsibilities of community and school workers.</i></p> <p>6.1.2.EconET.1 – <i>Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</i></p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and holidays to describe how people shape and influence communities.</i></p> <p>6.1.2.CivicsCM.1 – <i>Describe how people contribute to their communities.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Explain the meaning and purpose of Labor Day. Identify different types of workers and the jobs they do in our community. Show appreciation for workers through writing or creative projects. Recognize how all workers help the community function and thrive. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Option A: Worker Appreciation Writing Students choose a worker they are thankful for (e.g., teacher, firefighter, nurse) and complete a sentence or mini-book: “Thank you for...” or “A day in the life of a ___ looks like...” Option B: Community Helpers Booklet Create a booklet with pages like: “A police officer helps by...” “A builder helps by...” Students draw and label each job. Option C: Labor Day Poster Make posters to celebrate Labor Day with slogans like: “Thank You, Workers!” or “We Appreciate All You 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> “Click, Clack, Moo: Cows That Type” by Doreen Cronin A humorous story that introduces the idea of workers standing up for their rights in a kid-friendly, silly way. “Jobs People Do” by DK Publishing A nonfiction picture book that shows a wide range of jobs and helps students understand what different community helpers do. “Whose Hands Are These? A Community Helper Guessing Book” by Miranda Paul A rhyming book that invites students to guess the profession based on clues. Great for discussion about different kinds of work. “A Day’s Work” by Eve Bunting (optional, for more advanced readers) A touching story about a young boy and his grandfather looking for a job, with a message about honesty and the value of

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		<p><i>Do!"</i></p> <ul style="list-style-type: none"> • Option D: Job Sorting Game Sort pictures or cards into jobs that help the school, community, or city. Students discuss where and how each worker helps. • Option E: "When I Grow Up" Drawing & Writing Prompt Students illustrate and write about the job they want when they grow up and how it helps others. • Exit Ticket: <i>"One job I learned about today is..."</i> • Student Work Samples: Check posters, writing, or sorting activity for understanding of workers' roles. • Observation: Note student participation in discussions and group sorting tasks. • Turn-and-Talk Prompt: <i>"How do workers help make our community better?"</i> 	<p>hard work.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper, markers • Construction paper, glue, scissors, crayons • Printed job cards or job sorting activity • Sentence starters or writing templates • Optional: dress-up items or props for role-play (hats, tools, etc.) <p>Digital Resources:</p> <ul style="list-style-type: none"> • PBS Kids – Videos and games related to community helpers • BrainPOP Jr. – <i>"Labor Day"</i> and <i>"Community Helpers"</i> videos with quizzes • Scholastic Learn at Home – Labor Day mini-books and worksheets • YouTube – Read-alouds of mentor texts • National Archives – Kids Section – History of Labor Day (simplified for teachers to adapt)
<p>September</p> <p>Lesson 2:</p> <p>9/11 Recognition</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsCM.1 – <i>Describe how individuals work together to make decisions in the classroom and community.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand that 9/11 is a day when we remember a serious event in American history. • Identify community helpers (firefighters, police officers, EMTs) and describe their role during emergencies. • Recognize and show gratitude to helpers and heroes in their own community. • Participate in age-appropriate reflection activities about unity, kindness, and courage. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Thank You Cards for Community 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Fireboat: The Heroic Adventures of the John J. Harvey" by Maira Kalman A true story of an old fireboat that came out of retirement to help fight fires on 9/11. A kid-friendly way to talk about the day and the helpers who showed courage. 2. "September 12th: We Knew Everything Would Be All Right" by Masterton Elementary Students Written and illustrated by a 1st grade class, this book focuses on the comfort and unity

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	<p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.CivicsPI.1 – <i>Describe roles and responsibilities of community and school helpers.</i></p>	<p>Helpers Students create cards or drawings for local police, firefighters, EMTs, or school staff. Use sentence starters like: <i>"Thank you for..."</i> or <i>"You are a hero because..."</i></p> <ul style="list-style-type: none"> ● Option B: Hero Heart Craft Students decorate a heart with symbols of bravery and kindness. Inside, write or draw what a hero means to them. ● Option C: Community Helper Sorting Use picture cards to sort helpers by role (helps during emergencies, helps at school, helps in the neighborhood). ● Option D: Unity Chain Create a paper chain where each student adds a link with a word or drawing that represents community, kindness, or teamwork. ● Option E: "When I Am Brave" Writing Prompt Prompt: <i>"I can be brave when..."</i> or <i>"I can help others by..."</i> ● Exit Ticket: Draw or write one thing you learned about helpers or heroes today. ● Student Work: Review writing or crafts for understanding of bravery, kindness, or community roles. ● Turn-and-Talk Prompt: <i>"How can you help someone like the helpers we read about?"</i> ● Teacher Observation: Watch for respectful discussion and thoughtful participation. 	<p>felt the day after 9/11.</p> <ol style="list-style-type: none"> 3. "Bravest of the Brave" by Shutta Crum A poetic and metaphorical story celebrating bravery, especially in everyday heroes like firefighters. 4. "A Day with Firefighters" by Jan Kottke (<i>for nonfiction connection</i>) Introduces young readers to the work of firefighters and other first responders in a gentle, factual way. <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Crayons, scissors, glue, construction paper ● Heart or hero templates ● Printable thank-you card templates ● Community helper photo cards ● U.S. flag or small flags for classroom display ● Optional: small American flags, red/white/blue ribbons <p>Digital Resources:</p> <ul style="list-style-type: none"> ● BrainPOP Jr. – <i>"Community Helpers" or "Caring for Others"</i> video ● YouTube – Read-alouds of featured mentor texts ● PBS LearningMedia – <i>"9/11 Day of Service"</i> (teacher resource) ● Scholastic.com – First responder activity sheets ● National September 11 Memorial & Museum – Education Resources for Young Learners (https://www.911memorial.org/learn/youth)
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<p>September</p> <p>Lesson 3:</p> <p>Rosh Hashanah</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.CivicsCM.1 – <i>Describe how individuals work together to make decisions in the classroom and community.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</i></p> <p>6.1.2.GeoHE.1 – <i>Identify examples of human characteristics of a place such as types of housing, language, and customs.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Understand that Rosh Hashanah is a holiday celebrated by Jewish people as the beginning of a new year. Learn about traditions, symbols, and foods associated with Rosh Hashanah. Show respect and curiosity about cultures and celebrations different from their own. Compare and connect Rosh Hashanah with other holidays they know (such as New Year's Day or Thanksgiving). <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Option A: Apples and Honey Craft Students decorate a paper plate with apples and write one sweet hope or wish for the new year. Example: "I hope to be kind." "I want to learn something new." Option B: Shofar Sound Craft Create a paper shofar with construction paper or decorate a coloring page. Write a sentence: "<i>The shofar is a special horn blown on Rosh Hashanah.</i>" Option C: "My Sweet Year" Writing Prompt Students write and illustrate a sentence about how they can make the new year sweet for themselves or others. Option D: Holiday Venn Diagram Compare Rosh Hashanah to another holiday (New Year's Day or Thanksgiving). Focus on traditions, food, and values (reflection, gratitude, family). Option E: Class Kindness Tree Each student writes one kind action they plan to do this year on an apple cutout. Apples are added to a class "Kindness Tree" bulletin board. Exit Ticket: One thing I learned about Rosh 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> "Sammy Spider's First Rosh Hashanah" by Sylvia A. Rouss A sweet, simple story about a curious spider who watches the Shapiro family prepare for Rosh Hashanah and learns about the holiday traditions. "Happy New Year, Beni" by Jane Breskin Zalben A story about a young boy learning the meaning of Rosh Hashanah through a family celebration filled with food, reflection, and forgiveness. "It's Rosh Hashanah!" by Ellie Gellman A short, rhyming book that introduces young readers to the symbols and customs of Rosh Hashanah, such as apples and honey, and the shofar. <p>Materials and Resources:</p> <ul style="list-style-type: none"> Chart paper, crayons, construction paper Apples, honey, paper plates (optional snack) Printable shofar or apple templates Rosh Hashanah vocabulary cards (shofar, apples, honey, synagogue, prayer) World map or globe to locate Israel and explore world religions <p>Digital Resources:</p> <ul style="list-style-type: none"> YouTube – Read-alouds of <i>Sammy Spider's First Rosh Hashanah</i> and other holiday

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		<p>Hashanah is...</p> <ul style="list-style-type: none"> • Student Work Samples: Check crafts or writing for understanding of traditions and vocabulary. • Turn-and-Talk Prompt: <i>"Why do people eat sweet foods on Rosh Hashanah?"</i> • Observation: Monitor participation and respectful listening during read-aloud and discussion. 	<p>stories</p> <ul style="list-style-type: none"> • PJ Library (www.pjlibrary.org) – Free Jewish storybooks and holiday guides for teachers • National Geographic Kids – Articles and facts about world holidays and cultural traditions • Tanenbaum Center – Respecting Religion in School (teacher reference for inclusive practices)
<p>September</p> <p>Lesson 4:</p> <p>Yom Kippur</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.CivicsCM.1 – <i>Describe how individuals work together to make decisions in the classroom and community.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</i></p> <p>6.1.2.GeoHE.1 – <i>Identify examples of human characteristics of a place such as language and customs.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand that Yom Kippur is a Jewish holiday focused on reflection, forgiveness, and making better choices. • Identify and describe customs and symbols related to Yom Kippur. • Reflect on their own actions and ways to be kind, fair, and responsible. • Show respect and appreciation for diverse cultural and religious traditions. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Apology Notes or Kindness Cards Students write a short note to someone they may have hurt, or a general "kindness card" to a classmate or teacher with kind words. • Option B: "Reflection Mirror" Craft Students draw themselves in a paper mirror and write one thing they're proud of and one thing they want to do better. • Option C: Dove of Peace Craft Create a dove symbolizing peace and forgiveness. Students write on the dove: <i>"I will show peace by..."</i> • Option D: Forgiveness Role-Play In small groups, students act out scenarios that involve saying 	<p>Mentor Texts :</p> <ol style="list-style-type: none"> 1. "Talía and the Very Yom Kippur" by Linda Elovitz Marshall A thoughtful story about a young girl learning the meaning of Yom Kippur. It emphasizes reflection, kindness, and forgiveness in an age-appropriate way. 2. "The Hardest Word: A Yom Kippur Story" by Jacqueline Jules A tale about a mythical bird learning to say "I'm sorry." A fun and gentle way to explore the importance of apology and forgiveness. 3. "Engineer Ari and the Yom Kippur Surprise" by Deborah Bodin Cohen A story set in Israel, it follows a character making amends and teaches the value of apologies and repairing relationships. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper, crayons, markers • Paper hearts, dove templates, or apology notes • "Reflection Mirror" handout or craft

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		<p>sorry and making better choices.</p> <ul style="list-style-type: none"> ● Option E: Venn Diagram Compare Yom Kippur with another holiday (e.g., New Year's Day or Thanksgiving) focusing on reflection, gratitude, and self-improvement. ● Exit Ticket: <i>"One way I can show kindness or say sorry is..."</i> ● Student Work: Review writing or crafts for understanding of forgiveness and self-reflection. ● Observation: Note respectful participation in discussion and role-play. ● Turn-and-Talk Prompt: <i>"What is one thing you want to do better this week?"</i> 	<p>supplies</p> <ul style="list-style-type: none"> ● Vocabulary cards: <i>forgive, reflect, fast, synagogue, prayer, apology</i> ● World map to locate Israel (optional geography connection) <p>Digital Resources:</p> <ul style="list-style-type: none"> ● YouTube – Read-alouds of <i>Talia and the Very Yom Kippur</i> and <i>The Hardest Word</i> ● PJ Library – Free Jewish holiday storybooks and lesson guides (www.pjlibrary.org) ● PBS LearningMedia – Videos on empathy, fairness, and making good choices ● National Geographic Kids – Cultural holidays around the world ● The Jewish Museum – Kid-friendly holiday explanation videos
<p>September</p> <p>Lesson 5:</p> <p>National Hispanic Month</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</i></p> <p>6.1.2.HistoryCC.3 – <i>Use historical data to identify cause-and-effect</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Identify National Hispanic Heritage Month and explain why it is celebrated. ● Learn about Hispanic and Latino individuals who have made positive contributions to the world. ● Explore cultural traditions such as food, music, dance, and art from Hispanic and Latino communities. ● Show appreciation for diversity and build respect for cultures different from their own. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Cultural Collage Students create a collage using cutouts or drawings of symbols related to Hispanic heritage: flags, instruments, foods, famous figures, and more. ● Option B: "My Name Has a Story" Activity 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Celia Cruz, Queen of Salsa" by Veronica Chambers A vibrant biography of Celia Cruz, a Cuban singer whose music and spirit brought joy and pride to her culture. 2. "Dreamers" by Yuyi Morales A beautifully illustrated autobiographical story of a mother and her child immigrating to the U.S., highlighting themes of resilience and cultural identity. 3. "Alma and How She Got Her Name" by Juana Martinez-Neal A touching story about a girl learning the meaning behind her long name, introducing the idea of family heritage and

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	<p><i>relationships involving events and developments in local communities.</i></p> <p>6.1.2.GeoHE.1 – <i>Identify examples of human characteristics of a place such as types of food, language, and customs.</i></p>	<p>Inspired by “<i>Alma</i>,” students write or illustrate what they know about their name, or imagine a special name that celebrates something about them.</p> <ul style="list-style-type: none"> ● Option C: Hispanic Heritage Biography Mini-Book Provide short bios or videos about figures like Sonia Sotomayor or Roberto Clemente. Students complete a mini-book or profile page. ● Option D: Country Spotlight Poster Working in pairs, students create a poster about one Hispanic country, including its flag, food, music, or language. ● Option E: Dance or Music Connection Watch a short salsa or mariachi video and talk about the role of music in culture. Students may draw how music makes them feel. ● Exit Ticket: “<i>One thing I learned about Hispanic culture today is...</i>” ● Student Work: Review posters, mini-books, or collages for understanding and creativity. ● Observation: Note student engagement, respectful listening, and participation during group activities. ● Turn-and-Talk Prompt: “<i>Why is it important to celebrate people from different cultures?</i>” 	<p>tradition.</p> <p>4. “What Can You Do with a Paleta?” by Carmen Tafolla A joyful book celebrating the Mexican-American community through the lens of a favorite treat: the paleta (popsicle).</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, markers ● Construction paper, crayons, scissors, glue ● World map or globe to locate Spanish-speaking countries ● Biography picture cards (Cesar Chavez, Sonia Sotomayor, Ellen Ochoa, Roberto Clemente, etc.) ● Flags or images representing Hispanic/Latino countries ● Hispanic Heritage Month mini-book printable (optional) <p>Digital Resources:</p> <ul style="list-style-type: none"> ● PBS Kids – Videos featuring Latino heritage, music, and community ● Scholastic – Hispanic Heritage Month articles and printables for young learners ● Storyline Online / YouTube – Read-alouds of featured mentor texts ● Smithsonian Latino Center – Kid-friendly exhibits and virtual tours ● National Geographic Kids – Hispanic countries facts and culture pages ● GoNoodle – Latin-inspired music/dance activities like Zumba Kids
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<p>September</p> <p>Lesson 6:</p> <p>Fire Prevention Month</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsPI.1 – <i>Describe roles and responsibilities of community and school workers.</i></p> <p>6.1.2.CivicsCM.1 – <i>Describe how individuals work together to make decisions in the classroom and community.</i></p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.CivicsPD.1 – <i>Engage in discussions to learn about the decisions made by leaders in the community and how they impact people.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand the purpose of Fire Prevention Month and learn basic fire safety tips. • Identify the important role of firefighters in keeping the community safe. • Recognize safe and unsafe choices related to fire. • Practice how to respond in an emergency (stop, drop, and roll, fire escape plans). <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Fire Safety Booklet Students create their own mini-booklet with fire safety tips. Pages might include: <i>Stop, Drop, and Roll, What to do in an emergency, Who helps us?</i> • Option B: Home Fire Escape Plan Students draw a floor plan of their home or a made-up house and label two ways out, safe meeting spots, and smoke alarms. • Option C: Firefighter Hat or Badge Craft Students design and cut out a fire helmet or badge to wear. Add a sentence like: <i>"I help my community by staying safe!"</i> • Option D: Safety Sort Provide images of safe/unsafe fire behaviors (e.g., lighting candles, checking smoke alarms, playing with lighters) and have students sort into the correct category. • Option E: "Thank You Firefighters" Letter or Poster Students write thank-you notes or create posters to express appreciation for local firefighters. • Exit Ticket: <i>"One fire safety rule I learned today is..."</i> • Student Work: Review fire escape plans, safety books, or posters for understanding. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Miss Mingo and the Fire Drill" by Jamie Harper A humorous story that teaches students the importance of practicing fire drills and staying calm in emergencies. 2. "Firefighters A to Z" by Chris L. Demarest A lively alphabet book that introduces firefighting gear, tools, and bravery in an engaging way. 3. "No Dragons for Tea: Fire Safety for Kids (and Dragons)" by Jean E. Pendziwol A fire safety tale told through a fun dragon story. It includes a kid-friendly fire safety checklist. 4. "Clifford the Firehouse Dog" by Norman Bridwell Clifford visits a firehouse and helps out—great for introducing young learners to fire stations and firefighter roles. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper, crayons, markers • Fire escape plan templates • Printed images of fire safety signs and firefighter tools • Construction paper, glue, scissors • Red/yellow/orange tissue paper for craft • Safety checklist handouts <p>Digital Resources:</p> <ul style="list-style-type: none"> • NFPA Sparky the Fire Dog – Fire safety games, videos, and printable activities (www.sparky.org)
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		<ul style="list-style-type: none"> • Observation: Monitor student participation in discussions and sorting activities. • Turn-and-Talk Prompt: <i>"What would you do if you heard a smoke alarm at home?"</i> 	<ul style="list-style-type: none"> • PBS Kids: Fire Safety Videos – Arthur and other characters practice drills • BrainPOP Jr. – <i>"Fire Safety"</i> video with interactive quiz • YouTube – Read-alouds of mentor texts, virtual firehouse tours • Fire Department websites – Community info and resources for classroom visits or virtual Q&A
<p>September</p> <p>Lesson 7:</p> <p>Veterans Day</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.CivicsPI.1 – <i>Describe roles and responsibilities of community and school workers.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</i></p> <p>6.1.2.HistoryCC.3 – <i>Use historical data to identify cause-and-effect relationships involving events and developments in local communities.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand the meaning and purpose of Veterans Day. • Recognize who veterans are and the different branches of the U.S. military. • Show appreciation for veterans through writing and art. • Understand the importance of community helpers, including military service members. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Thank You Cards for Veterans Students write and decorate cards or letters to be delivered to a local veterans' organization, VFW, or hospital. • Option B: American Flag Star Craft Students decorate a large paper star with red, white, and blue and write inside: <i>"Thank you, Veteran!"</i> or <i>"You are brave!"</i> • Option C: Acrostic Poem Use the word VETERAN or HERO and have students write a short poem describing veterans using each letter. • Option D: "Who Is a Hero?" Writing Prompt Prompt: <i>"A hero is someone who..."</i> or <i>"I want to thank veterans because..."</i> • Option E: Virtual Guest Speaker (if possible) Invite a local veteran or military family member to speak to the class (in-person or via Zoom). 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Veterans: Heroes in Our Neighborhood" by Valerie Pfundstein A simple, powerful book that shows children how veterans live and work in their own communities. 2. "The Wall" by Eve Bunting A gentle, thoughtful story about a boy visiting the Vietnam Veterans Memorial with his father, honoring the memory of a fallen grandfather. 3. "Hero Dad" by Melinda Hardin Compares a military dad to a superhero in language young children can understand and relate to. 4. "Proud as a Peacock, Brave as a Lion" by Jane Barclay A story about a grandfather who shares his memories of being a soldier and what it means to be brave. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper, markers, crayons • Construction paper, scissors, glue • Printable thank-you note or star template

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		<ul style="list-style-type: none"> ● Exit Ticket: <i>"One thing I learned about Veterans Day is..."</i> ● Student Work: Review thank-you cards, writing prompts, or poems for understanding and expression. ● Observation: Note respectful discussion and thoughtful participation. ● Turn-and-Talk Prompt: <i>"Why do we have Veterans Day?"</i> 	<ul style="list-style-type: none"> ● Flags or red/white/blue decorations ● Photos of veterans, military branches, and memorials ● Vocabulary cards (veteran, soldier, military, brave, freedom, respect) <p>Digital Resources:</p> <ul style="list-style-type: none"> ● BrainPOP Jr. – <i>"Veterans Day"</i> video with follow-up activities ● PBS Kids – Veterans Day videos and interactive games ● YouTube – Read-alouds of mentor texts ● VA Kids Website – Kid-friendly info on veterans and the military ● Library of Congress – Veterans History Project (teacher use for reference or images)
<p>September</p> <p>Lesson 8:</p> <p>Election Day</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsPI.2 – <i>Describe the characteristics of an effective rule or law.</i></p> <p>6.1.2.CivicsPI.4 – <i>Explain how all people, not just official leaders, play important roles in a community.</i></p> <p>6.1.2.CivicsPD.1 – <i>Engage in discussions to learn about the decisions made by leaders in the community and how they impact people.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand what Election Day is and why it is important. ● Learn how voting is one way citizens make decisions in a community. ● Participate in a mock election to experience the voting process. ● Recognize that all voices matter and that every vote counts. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Class Election Choose a fun topic for a mock election (e.g., favorite class snack, spirit day theme). Students create campaign posters or speeches for 2 options. Hold a vote using ballots and a ballot box. Tally results together. ● Option B: "If I Were President..." Writing Prompt Students write and illustrate one thing they 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Duck for President" by Doreen Cronin A humorous story about Duck running for office that introduces students to voting and campaigning in a fun and relatable way. 2. "Grace for President" by Kelly DiPucchio A story about a young girl who runs for class president and learns about elections, campaigning, and leadership. 3. "Vote!" by Eileen Christelow An engaging nonfiction book explaining the voting process using simple language and cartoons, perfect for young readers. 4. "If I Ran for President" by Catherine Stier Explains what it's like to run for president, from campaigns to debates, helping

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	<p>6.1.2.CivicsDP.1 – <i>Explain how national symbols reflect on American values and principles.</i></p>	<p>would do if they were president (e.g., “I would help animals,” “I would make school fun”).</p> <ul style="list-style-type: none"> ● Option C: Design a Voting Badge or Poster Students create their own “I Voted” sticker or election awareness poster. ● Option D: Voting Process Sequencing Cut and paste activity to put the steps of voting in order: <i>register</i> → <i>campaign</i> → <i>vote</i> → <i>count</i> → <i>winner</i>. ● Exit Ticket: “<i>One thing I learned about voting is...</i>” ● Student Work: Review writing prompts, posters, or ballots for understanding. ● Observation: Look for thoughtful participation during discussions and mock election. ● Turn-and-Talk Prompt: “<i>Why is it important that everyone gets to vote?</i>” 	<p>students understand leadership roles.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, markers, sentence strips ● Ballot templates and a ballot box (shoe box or tissue box) ● Voting stickers (“I Voted”) ● Candidate posters (real or classroom-created) ● Construction paper, glue, crayons ● Vocabulary cards: <i>vote</i>, <i>ballot</i>, <i>election</i>, <i>president</i>, <i>candidate</i>, <i>citizen</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> ● BrainPOP Jr. – “<i>Voting</i>” video with quizzes and activities ● PBS Kids – “<i>Arthur Votes</i>” – Election-related video clips ● Scholastic – Election activity sheets and interactive maps ● YouTube – Read-alouds of mentor texts ● iCivics for Kids – “<i>Cast Your Vote</i>” game (simplified version)
<p>October</p> <p>Lesson 1:</p> <p>Indigenous Peoples' and Columbus Day</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.HistoryCC.3 – <i>Use historical data to identify cause-and-effect</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand that Indigenous Peoples’ Day and Columbus Day are both observed in October and learn why. ● Identify Indigenous peoples as the first inhabitants of North America. ● Recognize the contributions and cultures of Indigenous peoples. ● Discuss different perspectives on history in an age-appropriate way. <p>Suggested Formative Assessment(s):</p>	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “We Are Still Here! Native American Truths Everyone Should Know” by Traci Sorell A powerful, age-appropriate overview of Native American life today, emphasizing resilience and continued presence. 2. “Encounter” by Jane Yolen A fictional retelling of Columbus’ arrival from the perspective of a young Taino boy, sparking discussion about different

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	<p><i>relationships involving events and developments in local communities.</i></p> <p>6.1.2.HistoryUP.1 – <i>Describe the contributions of people in the local community and other communities.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</i></p>	<ul style="list-style-type: none"> ● Option A: Compare & Contrast Chart Students fill in a Venn diagram comparing Columbus and Indigenous peoples (e.g., homes, transportation, goals, traditions). ● Option B: "We Honor..." Craft Students make a handprint or feather drawing and write something they learned or respect about Native American people. ● Option C: Map It Out Use a world map to trace Columbus' voyage and a U.S. map to show areas where different Indigenous tribes live today. ● Option D: Indigenous Celebration Collage Students use pictures or drawings to create a collage that celebrates Native American contributions (e.g., food, clothing, music, storytelling). ● Option E: "If I Were an Explorer..." Writing Prompt Prompt students to write or draw what they would do if they were an explorer and how they would treat the people they met. ● Exit Ticket: <i>"One new thing I learned about Indigenous people is..."</i> ● Student Work: Review Venn diagrams, writing, and collages for understanding and respect for diversity. ● Observation: Note participation in respectful discussions and ability to identify both viewpoints. ● Turn-and-Talk Prompt: <i>"Why is it important to learn different sides of a story?"</i> 	<p>viewpoints.</p> <ol style="list-style-type: none"> 3. "Fry Bread: A Native American Family Story" by Kevin Noble Maillard Celebrates Native American culture, food, and family through the lens of fry bread, with rich back matter for teacher use. 4. "Follow the Dream: The Story of Christopher Columbus" by Peter Sis Provides a simple introduction to Columbus' journey, focusing on exploration and ambition (used carefully alongside other texts). <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, markers ● World map and U.S. map ● Picture cards of Indigenous peoples, cultures, and Columbus' ships ● Construction paper, crayons, scissors ● Venn diagram template ● Vocabulary cards: <i>explorer, Indigenous, Native American, tradition, respect, voyage</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> ● PBS LearningMedia – Videos on Indigenous cultures and Columbus ● BrainPOP Jr. – <i>"Christopher Columbus"</i> (with discussion guidance) ● Read-alouds on YouTube – <i>Fry Bread, We Are Still Here, Encounter</i> ● National Museum of the American Indian – Native stories, games, and videos ● Scholastic – Compare and contrast articles for kids (Columbus/Indigenous)
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<p>October</p> <p>Lesson 2:</p> <p>German-American Heritage and Italian-American Heritage Month</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S-S):</p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.HistoryUP.1 – <i>Describe the contributions of people in the local community and other communities.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</i></p> <p>6.1.2.GeoHE.1 – <i>Identify examples of how people adapt to and modify the physical environment.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Recognize that October is German-American and Italian-American Heritage Month. • Identify key traditions, foods, holidays, and contributions from German- and Italian-American cultures. • Appreciate the importance of cultural diversity in American communities. • Make personal connections to cultural heritage. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Heritage Passport Craft Students fill out pages for Germany and Italy with flags, traditional foods, fun facts, and symbols. Add a “stamp” for each country visited. • Option B: My Family's Favorite Dish Students draw or write about a favorite family meal and share where it might come from (e.g., spaghetti, bratwurst, pierogies, etc.). • Option C: Culture Comparison Foldable Students create a foldable that compares one tradition from Germany and one from Italy (e.g., Oktoberfest and Carnevale). • Option D: “Thank You, Heritage” Writing Prompt Prompt: <i>“Thank you, German and Italian Americans, for...”</i> (students write what they’ve learned or appreciated). • Option E: Art and Music Station Listen to polka or classical opera, and then draw what the music makes you feel. Display it on a bulletin board with mini flags. • Exit Ticket: <i>“One thing I learned about German or Italian culture is...”</i> • Student Work: Review passports, drawings, and writing samples for understanding of traditions and cultural appreciation. • Observation: Listen for thoughtful participation 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “Celebrating German-American Heritage” by Christine Juarez A nonfiction introduction with kid-friendly facts about German traditions, food, and contributions to the U.S. 2. “A Picnic in October” by Eve Bunting A story about a family who honors their Italian-American roots by celebrating the Statue of Liberty’s birthday with a picnic, highlighting immigration and pride. 3. “Everybody Brings Noodles” by Norah Dooley A multicultural book that includes references to both German and Italian dishes (spätzle and pasta), showing how food is part of culture. 4. “P is for Pasta: An Italy Alphabet” by Agnieszka Biskup (select pages) A colorful alphabet book highlighting aspects of Italian culture, from art to architecture to food. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper, markers, crayons • World map or globe • German and Italian flag images • Printable heritage passport pages or culture cards • Music clips (polka and opera/classical) • Food images: pasta, pretzels, sausage, pizza • Scissors, glue, construction paper <p>Digital Resources:</p>
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		<p>and respectful discussions.</p> <ul style="list-style-type: none"> • Turn-and-Talk Prompt: <i>"What do you like about learning from other cultures?"</i> 	<ul style="list-style-type: none"> • National Geographic Kids – Italy and Germany country profiles • YouTube – Folk music and dance clips from German and Italian traditions • Storyline Online – Read-alouds of multicultural picture books • Scholastic – Articles on immigration and heritage • Smithsonian Learning Lab – Cultural heritage collections and videos
<p>October</p> <p>Lesson 3:</p> <p>Fire Prevention Month</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsCM.1 – <i>Describe why it is important that people from diverse cultures work together to solve problems.</i></p> <p>6.1.2.CivicsPI.4 – <i>Explain how all people, not just official leaders, play important roles in a community.</i></p> <p>6.1.2.HistoryUP.1 – <i>Describe the contributions of people in the local community and other communities.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand the purpose of Fire Prevention Month and the importance of fire safety. • Identify key safety tips and actions during a fire emergency. • Recognize the role of firefighters as community helpers. • Demonstrate ways they can prevent fires and respond to emergencies at home and school. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Home Fire Escape Plan Students draw a floor plan of their home and label two exits, smoke alarms, and a safe meeting place outside. • Option B: Firefighter Badge or Hat Craft Students make a firefighter badge or helmet and write: <i>"I help my community by staying safe!"</i> • Option C: Safety Tip Booklet Students create mini booklets with illustrations and safety tips like "Stop, Drop, and Roll" and "Call 911." • Option D: Fire Drill Role Play Practice a classroom fire drill. Discuss the importance of staying calm, listening to adults, and moving safely. • Option E: Safety Sort Game Sort pictures or actions into "Safe" and "Not Safe" categories 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "No Dragons for Tea: Fire Safety for Kids (and Dragons)" by Jean E. Pendziwol A playful story that teaches fire safety through a dragon's accidental mistake during a tea party. Includes a safety checklist. 2. "Miss Mingo and the Fire Drill" by Jamie Harper A humorous book that explains the importance of practicing fire drills and following directions during emergencies. 3. "Firefighters A to Z" by Chris L. Demarest An alphabet book that introduces firefighting tools, routines, and bravery with engaging illustrations. 4. "Clifford the Firehouse Dog" by Norman Bridwell Clifford helps at a firehouse, introducing young readers to fire safety and firefighters' responsibilities. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper, markers

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		<p>related to fire (e.g., lighting candles vs. blowing them out).</p> <ul style="list-style-type: none"> ● Exit Ticket: <i>"One thing I can do to stay safe in a fire is..."</i> ● Student Work: Review fire escape plans, safety booklets, or crafts for understanding. ● Observation: Monitor participation during discussions and role play. ● Turn-and-Talk Prompt: <i>"What should you do if you see smoke or fire?"</i> 	<ul style="list-style-type: none"> ● Fire escape plan template ● "Stop, Drop, and Roll" posters ● Printable fire safety tips and vocabulary cards (alarm, exit, drill, fire truck) ● Firefighter hat or badge craft materials (construction paper, glue, crayons) ● Red/yellow/orange tissue paper for art activity <p>Digital Resources:</p> <ul style="list-style-type: none"> ● Sparky the Fire Dog (www.sparky.org) – Games, printables, videos about fire safety ● BrainPOP Jr. – "Fire Safety" – Video with quiz and activities ● YouTube – Read-alouds of fire safety books ● PBS Kids – Arthur's Fire Drill and other safety-themed videos ● National Fire Protection Association (NFPA) – Educator resources and safety tips
<p>October</p> <p>Lesson 4:</p> <p>Grandparents Day</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S-S):</p> <p>6.1.2.HistoryUP.1 – <i>Describe the contributions of people in the local community and other communities.</i></p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Recognize and honor the role of grandparents and older generations. ● Identify differences and similarities between past and present. ● Express appreciation for the experiences and stories of older family members. ● Develop an understanding of family heritage and traditions. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: My Grandparent Portrait & Sentence Students draw a picture of a grandparent or older family member and write: <i>"My [grandparent] is special because..."</i> ● Option B: Family Timeline or Tree Students 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "The Hello, Goodbye Window" by Norton Juster A tender story told from a child's perspective about visiting her grandparents and the magic of their home. 2. "Abuela" by Arthur Dorros A young girl imagines flying around the city with her grandmother, celebrating their culture and relationship. 3. "Wilfrid Gordon McDonald Partridge" by Mem Fox A boy helps an elderly friend regain memories, showing the value of storytelling and intergenerational friendship.

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	<p><i>respect for others can contribute to individuals feeling accepted in schools and communities.</i></p> <p>6.1.2.HistoryCC.2 – <i>Use a timeline of important events to make inferences about the "big ideas" and lessons of history.</i></p>	<p>create a simple timeline showing 3–4 key events from a grandparent's or family member's life (e.g., birth, school, family traditions). OR: Create a basic family tree with pictures or drawings.</p> <ul style="list-style-type: none"> ● Option C: "Then and Now" Sorting Activity Compare how things were during grandparents' childhood (phones, games, school) with today. Students cut/paste or sort cards into "Then" and "Now." ● Option D: Thank You Card for Grandparents Students write a note of appreciation with a drawing or poem to be sent home or mailed. ● Option E: Story Sharing (Optional Take-Home) Students ask their grandparents a question from a list (e.g., What was your favorite toy? What did school look like when you were my age?) and share their answer with the class. ● Exit Ticket: <i>"One thing I learned about my grandparent or older person is..."</i> ● Student Work: Review drawings, cards, timelines, or family trees for understanding of relationships and respect. ● Observation: Participation in discussions, storytelling, and respectful sharing. ● Turn-and-Talk Prompt: <i>"How are you like your grandparent?"</i> 	<p>4. "Grandpa's Stories" by Joseph Coelho A poetic and beautifully illustrated book celebrating the lasting impact of a grandparent's wisdom.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, crayons, markers ● Family tree worksheet or timeline template ● Construction paper, glue, scissors ● Photos of grandparents (optional, sent in from home) ● Vocabulary cards: <i>generation, memory, tradition, family, respect, heritage</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> ● Storyline Online – Read-alouds of <i>Abuela</i> and <i>Wilfrid Gordon McDonald Partridge</i> ● YouTube – Interviews with grandparents or elders about "what life was like" ● PBS Kids – Family history and traditions videos ● Google Earth – Explore cities/countries where students' grandparents may have grown up ● Flip (formerly Flipgrid) – Record video messages for grandparents (optional)
<p>October</p> <p>Lesson 5:</p> <p>Constitution Day</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsPI.2 – <i>Describe the characteristics of an effective rule or law.</i></p> <p>6.1.2.CivicsPI.3 – <i>Explain how the</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand what the Constitution is and why it is important. ● Identify key ideas such as <i>rules, fairness, rights, and responsibility.</i> ● Explore how rules and laws help a community stay safe and fair. ● Create a classroom constitution to build a 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "We the Kids" by David Catrow A humorous and beautifully illustrated version of the Preamble to the Constitution, making big ideas kid-friendly. 2. "A More Perfect Union: The Story of Our Constitution" by Betsy Maestro

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	<p><i>United States functions as a democracy and how that impacts decisions made by government, such as elections and voting.</i></p> <p>6.1.2.CivicsPI.4 – Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.HistoryCC.2 – Use a timeline of important events to make inferences about the "big ideas" and lessons of history.</p>	<p>respectful learning community.</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Classroom Constitution Craft As a class, brainstorm rules for kindness, respect, and responsibility. Write a "Class Constitution" together, have each student sign it like the Founding Fathers. • Option B: "If I Wrote the Constitution..." Writing Prompt Students write and illustrate 1–2 rules they would include in a kid-friendly constitution. • Option C: My Rights Shield Students design a paper shield with symbols or pictures representing their rights (e.g., to learn, to feel safe, to play). • Option D: "Law or Rule?" Sorting Game Students sort examples into categories: <i>school rule, community rule, national law</i>. • Exit Ticket: "One rule I would put in a constitution is..." • Student Work: Review posters, shields, or writing for understanding of rules and civic values. • Observation: Note students' participation in discussions and contributions to the classroom constitution. • Turn-and-Talk Prompt: "What would happen if we didn't have rules?" 	<p>A simplified historical overview of how the Constitution was written and why it matters.</p> <ol style="list-style-type: none"> 3. "If I Were President" by Catherine Stier Explains leadership and civic responsibility through the eyes of a child imagining being president. 4. "What If Everybody Did That?" by Ellen Javernick Teaches the importance of following rules through relatable examples. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper or large poster board • "Classroom Constitution" template • U.S. flag and picture of the Constitution • Construction paper, markers, crayons • Vocabulary cards: <i>law, rule, citizen, vote, freedom, rights</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> • BrainPOP Jr. – "The U.S. Constitution" (with quiz and printables) • National Constitution Center – Constitution Day Resources • PBS Kids – Government & Citizenship videos • YouTube – Read-aloud of <i>We the Kids</i> or <i>A More Perfect Union</i> • Scholastic – Constitution Day mini-lessons and printable worksheets
<p>October</p> <p>Lesson 6:</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand the concept of money as a tool to buy needs and wants. • Learn the importance of saving and planning for 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "A Chair for My Mother" by Vera B.

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<p>World Financial Planning Day</p>	<p>6.1.2.EconET.1 – <i>Describe how choice is influenced by price, income, and wants.</i></p> <p>6.1.2.EconET.3 – <i>Identify the ways people can earn money and how earning money can be used to meet wants and needs.</i></p> <p>6.1.2.EconEM.1 – <i>Describe the skills and knowledge required to produce specific goods and services.</i></p> <p>6.1.2.EconEM.2 – <i>Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</i></p>	<p>future purchases.</p> <ul style="list-style-type: none"> Identify ways they can earn, save, and spend money responsibly. Practice decision-making related to budgeting and goal setting. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Option A: Saving for a Goal Jar Students draw or write what they would like to save up for (e.g., bike, book, donation). Use a piggy bank or jar cutout to show their savings plan with steps (save \$1 a week, etc.). Option B: Spend, Save, or Give Sort Students get pretend money and pictures of different spending options (toy, groceries, donation box). They sort items into three envelopes: Spend, Save, or Give. Option C: Financial Planning Comic Strip Students draw a 3-panel comic showing themselves earning money, saving it, and using it wisely. Option D: Needs vs. Wants Sort and Match Students match images to “need” (food, clothes) or “want” (video games, candy) categories and explain their thinking. Exit Ticket: <i>“One way I can save money is...”</i> Student Work: Review sorting sheets, savings jar drawings, and comic strips for comprehension. Observation: Listen to student explanations during sorting activities and read-aloud discussions. Turn-and-Talk Prompt: <i>“If you wanted to buy something big, how would you plan for it?”</i> 	<p>Williams A story about a girl and her mother who save their coins in a jar to buy a new chair after a fire. A heartwarming lesson in saving and goal setting.</p> <ol style="list-style-type: none"> “Money Madness” by David A. Adler Explains what money is, why it was invented, and how it is used around the world in a kid-friendly way. “The Berenstain Bears’ Trouble with Money” by Stan and Jan Berenstain Brother and Sister Bear learn about earning and saving money instead of spending it right away. “Rock, Brock, and the Savings Shock” by Sheila Bair A twin story that teaches the rewards of saving through a simple compound interest concept. <p>Materials and Resources:</p> <ul style="list-style-type: none"> Chart paper, markers Play money or coin manipulatives “Wants vs. Needs” sorting cards Piggy bank cutouts or savings jar printables Envelopes, stickers for money categories (Spend, Save, Give) Vocabulary cards: <i>money, save, spend, budget, goal, earn</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> PBS Kids “It’s My Life – Money” – Games and videos BrainPOP Jr. – “Saving and Spending” (with quiz and worksheets)
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			<ul style="list-style-type: none"> ● Scholastic – Financial literacy lesson ideas and printables ● YouTube – Read-alouds of <i>A Chair for My Mother</i> and <i>The Berenstain Bears' Trouble with Money</i> ● MyMoney.gov – Resources and tools from the U.S. government on youth financial literacy
<p>October</p> <p>Lesson 7:</p> <p>United Nations Day</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsPI.4 – <i>Explain how all people, not just official leaders, play important roles in a community.</i></p> <p>6.1.2.HistoryCC.3 – <i>Make inferences about how past events, individuals, and innovations affect our current lives.</i></p> <p>6.1.2.GeoPP.5 – <i>Describe how human activities affect the culture and environmental characteristics of places or regions.</i></p> <p>6.3.2.CivicsPD.1 – <i>Engage in discussions about a current issue that affects individuals or the local community.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand the purpose of the United Nations (UN) and its role in promoting peace and helping people around the world. ● Identify symbols of the UN and member countries working together. ● Explore the values of cooperation, diversity, fairness, and helping others. ● Recognize ways they can contribute to a peaceful and fair world in their own classroom and community. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: My Peace Dove Students create a dove (symbol of peace) craft and write a sentence: “<i>I can help bring peace by...</i>” ● Option B: UN Flags Around the World Show flags of various UN countries. Students pick one and draw it. Discuss what makes each one unique. ● Option C: “One World” Self-Portraits Students draw themselves as part of a big globe mural, showing that we are all connected. ● Option D: Helping Hands Around the World Students trace and cut out their handprints, writing how they can help others. Display as a border around a classroom world map. ● Option E: Class Pledge for Peace As a group, write a pledge: “We promise to work together 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “What Does It Mean to Be Global?” by Rana DiOrio A colorful, simple explanation of being a global citizen, celebrating cultural differences and helping others around the world. 2. “Children Just Like Me” by DK Publishing Introduces real children from around the world, showing their families, schools, homes, and daily routines, helping students make connections across cultures. 3. “One World, One Day” by Barbara Kerley A photographic journey of a single day in the lives of children around the globe, showing commonalities despite cultural differences. 4. “If the World Were a Village” by David J. Smith Imagines the entire world as a village of 100 people to help students grasp global diversity and shared responsibility. <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● World map or globe ● UN logo or flag printout

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		<p>like the UN by..." and sign it together.</p> <ul style="list-style-type: none"> ● Exit Ticket: <i>"One way I can help others around the world is..."</i> ● Student Work: Review peace doves, handprints, and self-portraits for understanding of cooperation and peace. ● Observation: Participation in group discussion and awareness of global citizenship. ● Turn-and-Talk Prompt: <i>"Why is it important to be kind to people even if they live far away?"</i> 	<ul style="list-style-type: none"> ● Multicultural crayons or markers ● Chart paper and markers ● "Peace Dove" craft materials (paper, feathers, glue) ● Vocabulary cards: <i>peace, cooperation, diversity, nation, world, global, help</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> ● UNICEF Kids [www.unicef.org] – Child-friendly content about global rights and needs ● National Geographic Kids – Cultures and Countries ● YouTube – Read-alouds of mentor texts, UN Day celebrations ● BrainPOP Jr. – "Citizenship" or "Global Awareness" ● UN Website – United Nations Day Facts & History (teacher use)
<p>November</p> <p>Lesson 1:</p> <p>American Indian & Alaska Native Heritage Month</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistoryCC.3 – <i>Make inferences about how past events, individuals, and innovations affect our current lives.</i></p> <p>6.1.2.CivicsPI.4 – <i>Explain how all people, not just official leaders, play important roles in a community.</i></p> <p>6.1.2.HistorySE.1 – <i>Use examples</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Recognize American Indian and Alaska Native cultures as an important part of American history and heritage. ● Learn about traditions, homes, clothing, and contributions of different Native groups. ● Understand that Native peoples are part of present-day communities, not just the past. ● Show respect for cultural diversity and community traditions. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Gratitude Wheel (Inspired by "We Are Grateful") Students draw or write 3–4 things they are thankful for in their family or community. Add illustrations and Native-inspired border designs. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "We Are Grateful: Otsaliheliga" by Traci Sorell A Cherokee family's year-round expression of gratitude, rooted in Native language and tradition. 2. "Fry Bread: A Native American Family Story" by Kevin Noble Maillard A poetic and beautifully illustrated book that explores the cultural, historical, and emotional importance of fry bread. 3. "Jingle Dancer" by Cynthia Leitich Smith A story of a young girl who learns about her Muscogee traditions and prepares for a powwow with help from her family.

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	<p><i>of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.GeoHE.2 – Describe how human activities affect the environment of the United States.</p>	<ul style="list-style-type: none"> • Option B: Tribal Region Map Coloring Color a simple map showing Native tribal regions across the U.S., such as the Southwest (Navajo), Great Plains (Lakota), Northeast (Lenape). • Option C: Fry Bread Poem Response After reading <i>Fry Bread</i>, students draw their own “family food” and write what it means to them. • Option D: “Then and Now” Comparison Chart Compare how traditional Native homes, clothing, and transportation were different or similar to today. • Option E: Create a Mini Museum Students each make a simple artifact model (pottery, drums, woven blanket) and write a sentence about its use or meaning. • Exit Ticket: “One thing I learned about Native traditions is...” • Student Work: Review artwork, gratitude wheels, or mini museum pieces for understanding and cultural awareness. • Observation: Watch for respectful participation in discussions and ability to explain cultural symbols. • Turn-and-Talk Prompt: “Why is it important to learn about Native American and Alaska Native people today?” 	<p>4. “Thunder Boy Jr.” by Sherman Alexie A boy wants a name of his own, and through his journey, the story shares themes of Native identity and pride.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Globe or U.S. map to identify tribal regions • Construction paper, feathers, yarn, beads (for crafts) • Traditional Native music (for listening) • Vocabulary cards: <i>tradition, culture, community, respect, heritage, tribe</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> • PBS Kids – Native American Heritage Month videos and games • National Museum of the American Indian (Smithsonian) – https://americanindian.si.edu • Read-alouds on YouTube for <i>Fry Bread</i>, <i>We Are Grateful</i>, and <i>Jingle Dancer</i> • Scholastic – Native American Heritage Month activities and printable resources • Google Earth to view Native lands and regions
<p>November</p> <p>Lesson 2:</p> <p>Day of the Dead</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – Use examples of regional celebrations and traditions to describe how people shape and influence community</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Learn the cultural significance of Día de los Muertos. • Identify and describe key traditions such as altars, marigolds, and calaveras (sugar skulls). • Compare and contrast how different cultures honor loved ones. • Show respect and appreciation for cultural 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “Clatter Bash! A Day of the Dead Celebration” by Richard Keep A rhythmic and colorful look at the traditions and spirit of a lively Día de los Muertos celebration. 2. “The Day of the Dead” by Bob Barner

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	<p><i>and culture.</i></p> <p>6.1.2.HistoryCC.3 – <i>Make inferences about how past events, individuals, and innovations affect our current lives.</i></p> <p>6.1.2.CivicsPI.4 – <i>Explain how all people, not just official leaders, play important roles in a community.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p>	<p>diversity.</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Sugar Skull Art Students decorate a paper skull template with bright colors, patterns, and flowers. ● Option B: Paper Marigolds Using tissue paper, students create marigolds—symbols of remembrance. ● Option C: Memory Frame Drawing Students draw a picture of someone (or a pet) they love and write or dictate one sentence about a favorite memory. ● Option D: Ofrenda Collage As a class, build a mini paper ofrenda with drawings of candles, food, photos, and flowers. ● Option E: “Then and Now” Comparison with Halloween Venn diagram comparing Halloween and Day of the Dead. ● Exit Ticket: <i>“One thing I learned about Día de los Muertos is...”</i> ● Student Work: Review sugar skulls, memory frames, or marigolds for understanding of traditions. ● Observation: Listen for respectful discussion and accurate use of vocabulary. ● Turn-and-Talk Prompt: <i>“Why is it important to remember the people we love?”</i> 	<p>A simple and engaging bilingual book introducing basic symbols of the holiday, perfect for young readers.</p> <ol style="list-style-type: none"> 3. “Funny Bones: Posada and His Day of the Dead Calaveras” by Duncan Tonatiuh Tells the story of José Guadalupe Posada, the artist behind iconic skeleton illustrations. 4. “Rosita y Conchita” by Eric Gonzalez and Erich Haeger A bilingual story of two sisters—one living, one spirit—celebrating their connection during Día de los Muertos. <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, markers ● Construction paper, scissors, glue ● Tissue paper (for paper marigolds) ● Sugar skull templates ● Photographs of traditional altars (ofrendas) ● Vocabulary cards: <i>altar, calavera, marigold, celebration, tradition, memory</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> ● PBS Learning Media – Day of the Dead videos ● National Geographic Kids – Cultural celebrations ● YouTube Read-Alouds – <i>Clatter Bash, The Day of the Dead</i> ● Smithsonian Latino Center – Online exhibits and education tools ● GoNoodle – Day of the Dead Movement Video (for brain break with cultural learning)
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<p>November</p> <p>Lesson 3:</p> <p>Diwali (Different months depending on the lunar calendar)</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.HistoryCC.3 – <i>Make inferences about how past events, individuals, and innovations affect our current lives.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p>6.1.2.GeoHE.2 – <i>Describe how human activities affect the environment of the United States.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Learn the cultural and religious significance of Diwali. • Identify traditions and symbols of Diwali, such as lights, diyas (lamps), rangoli designs, and sweets. • Compare and contrast Diwali with other celebrations (like Christmas, Hanukkah, or Eid). • Develop respect for and understanding of diverse cultural practices. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Rangoli Art Students create colorful rangoli patterns using templates, crayons, sand, or tissue paper. • Option B: Decorate a Diya Students color and decorate a paper diya (lamp) or create a clay diya and paint it. • Option C: Diwali Comparison Chart Complete a Venn diagram comparing Diwali with a winter holiday they celebrate (e.g., Christmas, Hanukkah, Eid, Kwanzaa). • Option D: Diwali Celebration Booklet Students make a mini-book with pages showing Diwali traditions: “People light...,” “People eat...,” “People wear...” • Option E: Write a Thank You Card Inspired by the theme of gratitude, students write a thank-you card to someone in their family or community. • Exit Ticket: “One thing I learned about Diwali is...” • Student Work: Review rangoli art, booklets, or comparison charts for understanding of symbols and traditions. • Observation: Listen for accurate use of vocabulary and respectful discussion of cultural 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “Binny’s Diwali” by Thrity Umrigar A young girl shares her excitement about Diwali with her classmates and teaches them about her family’s traditions. 2. “Let’s Celebrate Diwali” by Anjali Joshi A simple, kid-friendly overview of how Diwali is celebrated in different cultures and religions (Hindu, Jain, Sikh). 3. “The Diwali Gift” by Shweta Chopra & Shuchi Mehta A story about three little monkeys who receive a mysterious Diwali gift from their grandmother. 4. “Rama and Sita: The Story of Diwali” by Malachy Doyle A retelling of the traditional Hindu story that explains why Diwali is celebrated. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Construction paper, colored sand, sequins, glue • Diya (lamp) coloring pages or tea lights (battery-operated) • Pictures of Diwali celebrations • Vocabulary cards: <i>Diwali, diya, rangoli, sweets, festival, celebration, tradition</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> • National Geographic Kids – Diwali Explained • YouTube – “Binny’s Diwali” Read-Aloud • BBC Bitesize – Diwali for Kids (short video)
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		<p>differences.</p> <ul style="list-style-type: none"> • Turn-and-Talk Prompt: <i>"Why do people all over the world celebrate with lights?"</i> 	<p>clips)</p> <ul style="list-style-type: none"> • PBS LearningMedia – World Celebrations resources • GoNoodle – Diwali Movement & Mindfulness Video • Smithsonian Learning Lab – Diwali Cultural Resources
<p>November</p> <p>Lesson 4:</p> <p>Veteran's Day</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistoryCC.3 – <i>Make inferences about how past events, individuals, and innovations affect our current lives.</i></p> <p>6.1.2.CivicsPI.4 – <i>Explain how all people, not just official leaders, play important roles in a community.</i></p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Learn the purpose and significance of Veterans Day. • Identify who veterans are and why they are honored. • Recognize different branches of the military. • Express appreciation for veterans through writing and creative activities. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Thank You Cards for Veterans Students write or draw a note of appreciation to a veteran. Cards can be sent to a local VFW or VA hospital. • Option B: Make a Red Poppy Pin or Craft Create simple red poppies to wear or display, inspired by <i>"The Poppy Lady."</i> • Option C: Military Branch Sorting Activity Match pictures or symbols with the correct military branch and learn a fact about each. • Option D: Veterans Day Poem or Acrostic Create a short poem or an acrostic using the word VETERAN to describe their bravery and service. • Option E: Classroom Flag of Honor Students each contribute a red, white, or blue star with a thank-you message to form a large display. • Exit Ticket: <i>"One way I can say thank you to a veteran is..."</i> • Student Work Samples: Review thank-you cards, 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Veterans: Heroes in Our Neighborhood" by Valerie Pfundstein Introduces young readers to the idea that veterans live and work in our communities. 2. "The Poppy Lady" by Barbara Elizabeth Walsh Tells the true story of Moina Michael and how the red poppy became a symbol of remembrance. 3. "America's White Table" by Margot Theis Raven A moving tribute to fallen, missing, and imprisoned military members told through a family tradition. 4. "H is for Honor: A Military Family Alphabet" by Devin Scillian A rhyming book that introduces military-related vocabulary and ideas for young readers. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper, markers • Red paper for poppies • Construction paper, scissors, glue, crayons • American flag or images of military uniforms

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		<p>poppy crafts, or poems for understanding and effort.</p> <ul style="list-style-type: none"> ● Observation: Check for respectful participation during discussions and group activities. ● Think-Pair-Share: <i>"What would you say to a veteran if you met one today?"</i> 	<ul style="list-style-type: none"> ● Vocabulary cards: <i>veteran, military, honor, service, parade, poppy, respect</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> ● PBS LearningMedia – Veterans Day Videos ● Scholastic – Veterans Day lesson ideas and printables ● Read-alouds on YouTube for all mentor texts ● National Archives – Kids resources on military history ● BrainPOP Jr. – Veterans Day (with quiz and activities) ● VA.gov – Printable thank-you card templates
<p>November</p> <p>Lesson 5:</p> <p>Election Day</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsPI.1 – <i>Describe roles and responsibilities of elected leaders.</i></p> <p>6.1.2.CivicsCM.1 – <i>Describe why it is important that people from diverse backgrounds work together to solve problems.</i></p> <p>6.1.2.CivicsPI.2 – <i>Explain how individuals work with different levels of government to make rules.</i></p> <p>6.1.2.CivicsDP.1 – <i>Explain what government is and its purpose.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand what Election Day is and why it is important in the United States. ● Learn how voting is a way for people to make decisions together. ● Participate in a mock election to practice voting and making a choice. ● Identify some responsibilities of elected leaders. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Mock Election Activity Students vote on a class decision (e.g., extra recess or a pajama day). They fill out ballots, put them in a box, and help count the votes. Discuss how everyone had a voice and how the decision was made fairly. ● Option B: Design a Campaign Poster Students pretend they are running for a fun class position (e.g., Line Leader President) and make a simple 	<p>Mentor Texts (with Short Descriptions):</p> <ol style="list-style-type: none"> 1. "Duck for President" by Doreen Cronin A fun and humorous story about Duck who decides to run for office, teaching kids about campaigning and elections. 2. "Grace for President" by Kelly DiPucchio A girl named Grace learns about the electoral process and runs for president in her school election. 3. "Vote for Our Future!" by Margaret McNamara A powerful story that shows how even kids who can't vote yet can be involved and make a difference in their community. 4. "If I Ran for President" by Catherine Stier Introduces the election process, campaigning, and the responsibilities of the president in a kid-friendly way.

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	<p>6.1.2.HistoryCC.3 – <i>Make inferences about how past events, individuals, and innovations affect our current lives.</i></p>	<p>campaign poster.</p> <ul style="list-style-type: none"> • Option C: Election Vocabulary Match Use pictures and word cards to match key terms like <i>ballot, vote, citizen, and candidate</i>. • Option D: "If I Were President" Writing Prompt Students write or dictate 2–3 sentences about what they would do as president. • Exit Ticket: <i>"I would vote for ___ because..."</i> • Observation: Listen during discussions for understanding of vocabulary and concepts. • Student Work Samples: Review campaign posters or mock ballots for effort and understanding. • Think-Pair-Share Prompt: <i>"Why do you think voting is important?"</i> 	<p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper, markers • Ballot box (shoebox with slot) • Voting ballots (printable) • "Campaign posters" and stickers • Vocabulary cards: <i>vote, ballot, candidate, election, president, decision, citizen</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> • BrainPOP Jr. – "Voting" (includes video, quiz, and vocabulary) • PBS Kids – Democracy and voting-themed games and videos • Read-alouds on YouTube – <i>Duck for President, Grace for President</i> • iCivics for Kids – Election resources and mini games • National Archives – Kids' guide to elections
<p>November</p> <p>Lesson 6:</p> <p>Geography Awareness Week</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.GeoHE.1 – <i>Describe how human activities affect the environment.</i></p> <p>6.1.2.GeoHE.2 – <i>Describe how environmental characteristics influence where and how people live.</i></p> <p>6.1.2.Geo.GI.1 – <i>Explain why and how maps are created and used.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand what geography is and why it's important. • Identify landforms, bodies of water, and symbols on maps. • Use a map or globe to locate familiar places. • Recognize that geography affects how and where people live and work. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: My Place in the World Foldable Students create a layered mini-book: <i>My Room</i> → <i>My House</i> → <i>My Street</i> → <i>My Town</i> → <i>My State</i> → <i>My Country</i> → <i>My Continent</i> → <i>My Planet</i> 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Me on the Map" by Joan Sweeney A child-friendly introduction to personal geography that helps students see how they fit into the world (from home to the globe). 2. "There's a Map on My Lap!" by Tish Rabe (Cat in the Hat Learning Library) Fun and rhyming nonfiction text that explains how maps work and what they show. 3. "Follow That Map! A First Book of Mapping Skills" by Scot Ritchie Introduces cardinal directions, legends, and basic map-reading through a

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	<p>6.1.2.Geo.GI.2 – <i>Use maps, globes, and other simple geographic models to identify and explain physical and human features of places.</i></p> <p>6.1.2.Geo.SV.1 – <i>Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</i></p>	<ul style="list-style-type: none"> • Option B: Create a Classroom Map Students draw and label a simple map of the classroom using a legend and symbols. • Option C: Compass Rose Craft Students label a compass rose with the four cardinal directions and draw arrows. • Option D: Landform Collage or Map Hunt Using magazine cutouts or digital images, students create a collage of landforms and bodies of water. OR do a “Map Scavenger Hunt” locating features like a mountain, river, or forest on a U.S. map. • Option E: Digital Map Exploration Use Google Earth to find the school, students’ homes, and local landmarks. • Exit Ticket: <i>“One thing I learned about maps is...”</i> • Student Work Samples: Review maps, foldables, or collages for map features and understanding. • Think-Pair-Share: <i>“What do you use maps for?”</i> • Observation: Assess students' map-reading skills during exploration activities. 	<p>kid-friendly search for a lost dog.</p> <p>4. “Mapping Penny’s World” by Loreen Leedy A girl makes maps of her dog’s favorite places to show how maps help describe space and location.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> • World map, globe, U.S. map • Chart paper, markers • Blank maps of classroom, school, and town • Compass rose printouts • Colored pencils, scissors, glue • Vocabulary cards: <i>map, globe, compass rose, land, water, symbol, direction, continent, country, ocean</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> • National Geographic Kids – Geography Games & Videos • Google Earth or Google Maps (zoom in on school or town) • BrainPOP Jr. – “Reading Maps” and “Continents and Oceans” • PBS LearningMedia – Geography videos and interactives • Scholastic – Map Skills printables • YouTube Read-Alouds – <i>Me on the Map, Follow That Map!</i>
<p>November</p> <p>Lesson 7:</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistoryCC.3 – <i>Make inferences about how past</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Learn the basic history of the first Thanksgiving. • Compare and contrast Thanksgiving in the past and present. • Recognize Thanksgiving as a time for giving thanks and celebrating community. • Identify how traditions help bring people 	<p>Mentor Texts:</p> <p>1. “The First Thanksgiving” by Linda Hayward A beginner nonfiction reader that tells the story of the Pilgrims, Native Americans, and the first Thanksgiving in a factual,</p>

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<p>American Thanksgiving</p>	<p><i>events, individuals, and innovations affect our current lives.</i></p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.HistoryUP.2 – <i>Use evidence to describe how certain individuals or groups have influenced change in the community or country.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p>	<p>together.</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Thankful Tree Each student writes something they are thankful for on a paper leaf and adds it to a class tree display. • Option B: Then & Now Sorting Activity Students match pictures and phrases to “Past” or “Present” Thanksgiving celebrations. • Option C: Gratitude Writing Prompt: <i>“I am thankful for...”</i> with space to illustrate and write a few sentences. • Option D: Pilgrim and Wampanoag Roles Create a T-chart showing how Pilgrims and Native Americans helped each other. • Option E: “Thanksgiving Traditions” Booklet Students make a mini-book describing their family’s traditions and comparing them to what they learned. • Exit Ticket: <i>“One thing I learned about the first Thanksgiving is...”</i> • Class Discussion Observation: Listen for understanding of history and respect for traditions. • Student Work: Review sorting activity or writing for comprehension and expression. • Think-Pair-Share Prompt: <i>“How do you think people felt at the first Thanksgiving?”</i> 	<p>age-appropriate way.</p> <ol style="list-style-type: none"> 2. “Thanksgiving Is for Giving Thanks” by Margaret Sutherland Focuses on the theme of gratitude and what children are thankful for today. 3. “Squanto’s Journey” by Joseph Bruchac A Native American perspective on the first Thanksgiving told by Squanto himself. 4. “Turkey Trouble” by Wendi Silvano <i>(optional fun tie-in)</i> A humorous fictional story of a turkey who tries to disguise himself before Thanksgiving. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper, markers • Thanksgiving-themed graphic organizers (Venn diagrams, story maps) • Paper, crayons, scissors, glue • Vocabulary cards: <i>Pilgrim, Native American, harvest, gratitude, feast, tradition, community</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> • Scholastic “The First Thanksgiving” Interactive Site: virtual field trips, games, and timelines • BrainPOP Jr. – Thanksgiving Video • PBS LearningMedia – Thanksgiving resources and read-alouds • National Museum of the American Indian – Native perspectives • YouTube Read-Alouds – <i>“The First Thanksgiving”, “Thanksgiving Is for Giving Thanks”</i>
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<p>December</p> <p>Lesson 1:</p> <p>Christmas</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p>6.1.2.Geo.SV.1 – <i>Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</i></p> <p>6.1.2.HistoryCC.3 – <i>Make inferences about how past events, individuals, and innovations affect our current lives.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand how Christmas is celebrated in different parts of the world. • Identify symbols and traditions related to Christmas and other December holidays. • Recognize and appreciate cultural diversity. • Share their own family traditions in a respectful way. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Christmas Traditions Passport Students create a “passport” and add a stamp/page for each country they “visit” and learn about (e.g., Germany, Mexico, Italy, Philippines, Australia). • Option B: Create a Poinsettia Craft After reading “<i>The Legend of the Poinsettia</i>,” students craft their own poinsettia using paper or tissue. • Option C: My Family’s Holiday Tradition Students draw or write about how their family celebrates Christmas or another holiday at home. Option to share with class. • Option D: Cookie Around the World Sort Match countries with the traditional Christmas cookies or treats described in “<i>A World of Cookies for Santa</i>.” • Option E: Cultural Ornament Project Students make a paper ornament inspired by a Christmas tradition from a country they studied. • Exit Ticket: “<i>One Christmas tradition I learned about is...</i>” • Observation: Monitor discussion for respect and understanding of cultural diversity • Student Work Samples: Assess passports, crafts, and written responses for understanding and engagement. • Venn Diagram: Compare Christmas in the U.S. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “Christmas Around the World” by Mary D. Lankford Explores how Christmas is celebrated in 12 different countries, including traditions, foods, and symbols. 2. “The Legend of the Poinsettia” by Tomie dePaola A Mexican folktale explaining the origin of the poinsettia as a Christmas symbol. 3. “A World of Cookies for Santa” by M.E. Furman A global tour of Christmas Eve traditions, especially different types of cookies left for Santa. 4. “The Polar Express” by Chris Van Allsburg (Optional) A magical, classic story celebrating the spirit of Christmas and belief. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • World map or globe • Chart paper, markers • Craft supplies (colored paper, glue, scissors, string) • Christmas symbols picture cards • Story sequencing cards • Vocabulary cards: <i>tradition, culture, celebrate, symbol, holiday, customs</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> • National Geographic Kids – Holidays Around the World • PBS LearningMedia – Holiday Celebrations
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		with one other country.	<p>and Cultural Traditions</p> <ul style="list-style-type: none"> • Read-alouds on YouTube – <i>Legend of the Poinsettia, Christmas Around the World</i> • Scholastic – Global Christmas printable pack • Google Earth – Locate countries discussed during lessons • World Book Online – Holidays and Celebrations section
<p>December</p> <p>Lesson 2:</p> <p>Hanukkah</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p>6.1.2.Geo.SV.1 – <i>Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Identify Hanukkah as a Jewish holiday celebrated around the world. • Understand the basic story behind the origin of Hanukkah. • Describe key traditions and symbols of Hanukkah such as the menorah, dreidel, and latkes. • Show respect for different cultural and religious celebrations. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Dreidel Craft and Game Students decorate a dreidel template and learn the Hebrew letters (Nun, Gimel, Hei, Shin). Play a simplified dreidel game with counters or chocolate gelt. • Option B: Menorah Craft Students create a paper menorah and "light" a flame for each night of Hanukkah. • Option C: What I Learned Booklet Students draw and write about the symbols and traditions of Hanukkah in a mini-book. • Option D: Compare and Contrast Use a Venn diagram to compare Hanukkah to another holiday the class has studied (e.g., Christmas, Diwali, Kwanzaa). 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Hanukkah Bear" by Eric A. Kimmel A fun and warm story about an elderly woman who mistakenly invites a bear to her Hanukkah celebration. Teaches traditions like lighting the menorah and eating latkes. 2. "The Story of Hanukkah" by David A. Adler A simple and age-appropriate explanation of the history behind the holiday and the miracle of the oil. 3. "Latkes and Applesauce: A Hanukkah Story" by Fran Manushkin A touching tale of giving, gratitude, and family during Hanukkah. 4. "Dreidel, Dreidel, Dreidel!" adapted by Shahar Kober A sing-along story based on the classic Hanukkah song and the game of dreidel. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Printable dreidel templates • Menorah craft materials (paper, glue, crayons or tissue paper "flames")

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		<ul style="list-style-type: none"> • Option E: Latke Tasting or Recipe Activity <i>(optional with school guidelines)</i> Read about latkes and discuss why oil is important. If allowed, taste a latke or make a recipe card. • Exit Ticket: <i>"One thing I learned about Hanukkah is..."</i> • Think-Pair-Share: <i>"Why is light important in Hanukkah?"</i> • Class Discussion Observations – Note understanding of cultural traditions and respectful engagement. • Student Work Samples – Evaluate crafts, booklets, or Venn diagrams for comprehension. 	<ul style="list-style-type: none"> • Hanukkah-themed vocabulary cards: <i>menorah, dreidel, latkes, gelt, oil, miracle, candle, tradition</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> • PBS LearningMedia – Hanukkah videos and crafts • YouTube Read-Alouds – <i>Hanukkah Bear, The Story of Hanukkah</i> • National Geographic Kids – Hanukkah Facts • BrainPOP Jr. – Hanukkah video and activities • Jewish Museum Hanukkah Virtual Tour and Resources • ABCya – Online dreidel game
<p>December</p> <p>Lesson 3:</p> <p>Kwanzaa</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p>6.1.2.Geo.SV.1 – <i>Identify cultural and environmental</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Identify Kwanzaa as a cultural holiday that honors African heritage and traditions. • Understand the seven principles of Kwanzaa and what they represent. • Recognize and explain key symbols of the holiday (kinara, mkeka, unity cup, etc.). • Appreciate the value of community, family, and cultural pride. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Kinara Craft Students color a kinara template and label the seven candles. They can glue paper flames on for each day's principle. • Option B: Seven Principles Chain Create a paper chain with seven links. Each link includes one principle and a sentence or drawing that shows what it means (e.g., "I work together when I help 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "My First Kwanzaa" by Karen Katz A colorful and accessible introduction to the holiday, highlighting family traditions and the meaning behind each day of Kwanzaa. 2. "Seven Spools of Thread: A Kwanzaa Story" by Angela Shelf Medearis A folktale that weaves the seven principles of Kwanzaa into a meaningful lesson about cooperation, creativity, and unity. 3. "Li'l Rabbit's Kwanzaa" by Donna L. Washington A sweet story about a young rabbit helping his family celebrate Kwanzaa, with a focus on kindness and caring for others. 4. "Kwanzaa" by Lisa M. Herrington (Rookie

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	<p><i>characteristics of different regions in New Jersey and the United States.</i></p>	<p>clean up").</p> <ul style="list-style-type: none"> ● Option C: Class Kwanzaa Poster Students work in groups to illustrate each of the seven principles and create a class mural or chart. ● Option D: Compare & Contrast Use a Venn diagram to compare Kwanzaa with another winter holiday, like Christmas or Hanukkah. ● Option E: "My Kwanzaa Values" Booklet Students create a small book showing what each Kwanzaa principle might look like in their own lives. ● Exit Ticket: <i>"One Kwanzaa principle I remember is..."</i> ● Student Reflection Page: <i>"I can show unity by..."</i> ● Participation in Class Discussion – Observe respectful engagement and understanding of cultural values. ● Review Student Work – Check crafts, writing, and posters for comprehension of the principles and symbols. 	<p>Read-About Holidays) A nonfiction book with simple text and photos that explain the customs and symbols of Kwanzaa.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Kinara coloring template ● Red, green, and black construction paper ● Chart paper and markers ● Kwanzaa symbols: unity cup, corn, gifts, mkeka mat ● Vocabulary cards: <i>Kwanzaa, kinara, mkeka, unity, principle, harvest, tradition, culture</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> ● PBS LearningMedia – "Let's Learn About Kwanzaa" ● YouTube Read-Alouds – <i>My First Kwanzaa, Seven Spools of Thread</i> ● National Museum of African American History and Culture – Kwanzaa Activities and Resources ● BrainPOP Jr. – "Holidays" (includes Kwanzaa overview) ● Scholastic – Kwanzaa Printables and Videos ● ABCya or Canva – Create your own Kwanzaa cards or posters
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)