

Swedesboro-Woolwich School District's Social Studies Curriculum Guidance Document

Second Grade ~ Unit 2 ~ Government and Cultural Diversity

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 2 ~ Government and Cultural Diversity/Module Overview

In this unit, students will investigate the role of government and how government affects their lives. They will learn about the differences between rules and laws and how rules and laws help citizens and countries get along. They will also learn how citizens and countries work together to make their communities, and the world, a better place to live. Students will also look at how cultural differences affect daily life, family structure, gender roles, issues of race/age, class and ethnicity, spirituality and roles animals have in stories and daily life by exploring fables/folktales and animal stories.

Core Content Vocabulary: government, branches, culture, customs, History, traditions, fables, folktales, Family structure, gender roles, ethnicity, gender, race, class, spiritual, religion, rituals,

Social Studies Disciplinary Concepts Included:

- Continuity and Change (CC)
- Civic Mindedness (CM)
- Democratic Principles (DP)
- Participation and Deliberation (PD)
- Civic and Political Institutions (PI)
- Processes, Rules and Laws (PR)
- Human Population Patterns (PP)
- Spatial Views of the World (SV)
- Understanding Perspectives (UP)

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- Historical Sourcing and Evidence (SE)

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

*See standards in lessons below

Unit 2 ~ Government and Cultural Diversity ~ Weekly Learning Activities and Pacing Guide Time Frame: 12 weeks

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
January Lesson 1: Inauguration Day	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsPI.1 – <i>Describe the roles of elected leaders, including the President, in government.</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.CivicsPD.1 – <i>Engage in discussions about how and why individuals make decisions about civic issues.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand what Inauguration Day is and why it is important in American democracy. • Identify the President's role as a leader of the United States. • Recognize symbols and traditions associated with Inauguration Day (e.g., oath of office, parade, speeches, flags). • Show awareness of the peaceful transfer of power in government. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Presidential Portrait Craft Students draw a picture of themselves as President and write "If I were President, I would..." • Option B: Design a Presidential Seal or Inauguration Button Students create a symbol or badge representing leadership and the U.S. • Option C: Kid-Friendly Oath of Office Students 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "If I Were President" by Catherine Stier A simple introduction to presidential responsibilities and the meaning of being elected as a leader. 2. "Celebrating Inauguration Day" by Deborah Heiligman A nonfiction, kid-friendly guide to the traditions of Inauguration Day, including the oath, parade, and inaugural address. 3. "Duck for President" by Doreen Cronin (<i>fun and fictional tie-in</i>) A humorous and relatable way to introduce children to elections and the idea of public service. 4. "Grace for President" by Kelly DiPucchio A story about a young girl who learns

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	<p><i>diversity, tolerance, fairness, and respect can help communities function peacefully.</i></p>	<p>recite or copy a simplified oath: <i>"I promise to do my best to help others and be a good leader."</i></p> <ul style="list-style-type: none"> ● Option D: Vocabulary Match and Journal Prompt Match vocabulary words and write a short reflection: <i>"One thing I would do if I were President is..."</i> ● Option E: Watch and Respond Watch part of a past inauguration (just the oath or a kid-friendly video), and students draw or write what they noticed. ● Exit Ticket: <i>"One thing I learned about Inauguration Day is..."</i> ● Class Discussion Observation – Note student understanding of presidential duties and democratic values. ● Student Work Review – Check crafts, writing, and participation for comprehension and engagement. ● Think-Pair-Share Prompt: <i>"Why is it important for people to choose their leaders?"</i> 	<p>about elections and decides to run for president in a school election, reinforcing leadership concepts.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, markers ● Whiteboard or interactive display ● Craft materials (red, white, and blue paper, stars, flags) ● Printable: oath of office (kid version), vocabulary cards ● U.S. flag and images of past inaugurations ● Vocabulary cards: <i>president, oath, election, democracy, citizen, leader, vote, inauguration</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> ● PBS LearningMedia – "All About the U.S. President" ● YouTube – Read-alouds of mentor texts ● BrainPOP Jr. – President Video ● Scholastic News – Inauguration Day feature (past editions) ● National Archives – Presidential Inauguration page ● WhiteHouse.gov – For Kids section
<p>January</p> <p>Lesson 2:</p> <p>Martin Luther King Jr. Day</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistoryCC.2 – <i>Use a timeline of important historical events to make inferences about the "cause and effect" relationships of those</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Identify Martin Luther King Jr. as a key figure in American history. ● Understand his role in promoting equality, fairness, and nonviolence. ● Recognize the importance of treating others with respect and standing up for what is right. ● Reflect on ways they can help make the world a 	<p>Mentor Texts (with Short Descriptions):</p> <ol style="list-style-type: none"> 1. "Martin's Big Words" by Doreen Rappaport – A beautifully illustrated biography that uses King's own words to tell the story of his life and dream for equality. 2. "I Am Martin Luther King, Jr." by Brad

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	<p><i>events.</i></p> <p>6.1.2.HistorySE.3 – <i>Use examples from long ago and today to describe how historical events shape our lives.</i></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.CivicsDP.2 – <i>Explain how rules and laws are created and why they are important.</i></p>	<p>kinder and fairer place.</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: “I Have a Dream” Writing & Art Students write their own dream for a better world (e.g., “I have a dream that everyone is kind”) and decorate a dream cloud. • Option B: MLK Kindness Chain Each student writes or draws one act of kindness on a strip of paper. Link them to form a chain representing unity and peace. • Option C: Timeline of MLK’s Life Create a simple illustrated timeline with key events in Dr. King’s life. Use pictures and captions. • Option D: Peace Posters Students create posters showing what peace and fairness look like in their own lives (e.g., including others, sharing, speaking kindly). • Option E: Equality Sorting Activity Students sort scenarios into “Fair” and “Unfair” columns and discuss how Dr. King would respond. • Exit Ticket: “Dr. King taught us to...” • Student Writing Samples: Review “I Have a Dream” responses for understanding of MLK’s message. • Class Discussion Participation: Assess ability to articulate fairness and respect for others. • Visual Check: Review student posters and charts for symbols of peace, fairness, and equality. 	<p>Meltzer – A child-friendly biography that focuses on the values of bravery and fairness, using a graphic-novel style.</p> <p>3. “Happy Birthday, Martin Luther King” by Jean Marzollo – A simple yet powerful introduction to MLK’s life and legacy for younger readers.</p> <p>4. “The Story of Martin Luther King Jr.” by Johnny Ray Moore – A short board book ideal for introducing basic facts about Dr. King.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Vocabulary cards: <i>peace, equality, protest, rights, kindness, leader, speech</i> • Writing/drawing paper • Craft materials (construction paper, scissors, glue) • Printable timeline of Dr. King’s life • “I Have a Dream” cloud template <p>Digital Resources:</p> <ul style="list-style-type: none"> • PBS Kids – Martin Luther King Jr. Video Clips • BrainPOP Jr. – Martin Luther King Jr. Video & Activities • Scholastic – “Martin Luther King Jr.” Lesson Resources • Read-alouds on YouTube – <i>Martin’s Big Words, I Am Martin Luther King Jr.</i> • National Civil Rights Museum Virtual Tour (selected clips)
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			<ul style="list-style-type: none"> Seesaw/Google Slides – “I Have a Dream” student response activity
<p>January</p> <p>Lesson 3:</p> <p>Lunar New Year</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>Objective: We are learning to:</p> <ul style="list-style-type: none"> Identify Lunar New Year as a traditional holiday celebrated in many Asian cultures. Understand key customs and symbols of the holiday (e.g., red envelopes, dragon dance, lanterns). Recognize the value of family, community, and new beginnings. Show respect and appreciation for cultural diversity. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Option A: Make a Red Envelope (Hongbao) Students color and fold a red envelope and write a message of good luck inside. Option B: Zodiac Animal Craft or Writing Use a zodiac chart to find each student's birth year animal. They can draw or write about traits of that animal. Option C: Dragon or Lantern Craft Create a simple paper dragon or tissue paper lantern to decorate the classroom. Option D: Compare and Contrast Use a Venn diagram to compare Lunar New Year with the U.S. New Year or another celebration students know. Option E: Class Parade or Celebration Students “parade” through the classroom with their crafts to festive music. Exit Ticket: “One way people celebrate Lunar New Year is...” Student Drawings/Writing: Check understanding of traditions and symbols in crafts and reflections. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> “Bringing In the New Year” by Grace Lin A beautifully illustrated picture book that follows a Chinese American family preparing for and celebrating the Lunar New Year. “Ruby’s Chinese New Year” by Vickie Lee A sweet story that introduces readers to the Chinese zodiac animals as Ruby delivers a special gift to her grandmother. “My First Chinese New Year” by Karen Katz A simple and engaging introduction to traditions and symbols of Chinese New Year, perfect for young readers. “The Great Race: The Story of the Chinese Zodiac” by Ling & Eric Lee A retelling of the legend behind the Chinese zodiac animals and how they earned their place in the calendar. <p>Materials and Resources:</p> <ul style="list-style-type: none"> Red construction paper, gold crayons or markers Printable red envelope templates Dragon or lantern craft materials (tissue paper, glue, scissors) Chinese zodiac chart Vocabulary cards: <i>celebration, tradition, red envelope, lantern, zodiac, dragon, lunar, culture</i> <p>Digital Resources:</p>

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		<ul style="list-style-type: none"> • Participation Observation: Note engagement during discussions and group activities. • Vocabulary Review Game: Students match terms to pictures or definitions (e.g., “dragon” to its image). 	<ul style="list-style-type: none"> • PBS Kids – Lunar New Year video clips • YouTube – Read-alouds of mentor texts • National Geographic Kids – Lunar New Year facts • Scholastic – Lunar New Year lesson resources • BrainPOP Jr. – “Chinese New Year” • CultureGrams or Google Earth – Explore Lunar New Year around the world
<p>February</p> <p>Lesson 1:</p> <p>President's Day</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.CivicsPI.1 – <i>Describe the roles of elected leaders, including the President, in government.</i></p> <p>6.1.2.HistorySE.2 – <i>Explain how individuals work together to make decisions in the community.</i></p> <p>6.1.2.HistorySE.3 – <i>Use examples from long ago and today to describe how historical events shape our lives.</i></p> <p>6.1.2.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can help communities function peacefully.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Identify Presidents' Day as a national holiday that honors U.S. Presidents, especially George Washington and Abraham Lincoln. • Understand the roles and responsibilities of the President of the United States. • Compare and contrast the lives and leadership of two famous presidents. • Reflect on leadership traits such as honesty, responsibility, and service. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: If I Were President Writing Students write and illustrate what they would do if they were president. • Option B: George vs. Abe Venn Diagram Compare and contrast Washington and Lincoln using a simple diagram (guided or independent). • Option C: President Hats Craft Make paper top hats for Lincoln or tricorn hats for Washington, and write one leadership quality on the brim. • Option D: Mini Booklet: “All About Presidents” Students complete a printable booklet with facts about Presidents' Day and key presidents. • Option E: Create a Class “Leadership Wall” Each student draws a president and writes one sentence about what they admire about them 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “Abe Lincoln’s Hat” by Martha Brenner A fun, fact-filled biography that explores how Abraham Lincoln used his hat to carry important papers and make thoughtful decisions. 2. “George Washington’s Teeth” by Deborah Chandra & Madeleine Comora A humorous yet historically accurate look at George Washington’s struggles with his teeth and his important role in history. 3. “If I Were President” by Catherine Stier A simple introduction to what it means to be president, highlighting responsibilities and symbols of the presidency. 4. “President’s Day” by Anne Rockwell A class celebrates Presidents’ Day by presenting reports about past presidents and learning what it takes to be a good leader. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper, markers • Printable Venn diagram • Paper for craft activities

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		<ul style="list-style-type: none"> ● Exit Ticket: <i>"One thing I learned about presidents today is..."</i> ● Class Discussion Observation: Listen for understanding of roles and traits. ● Student Work Review: Evaluate Venn diagrams, writing pieces, and crafts for comprehension. ● Vocabulary Check: Match terms with images or use in context. 	<ul style="list-style-type: none"> ● Construction paper (red, white, blue) ● Vocabulary cards: <i>president, citizen, vote, leadership, honesty, election, government</i> ● Printable mini book: "Meet the President!" <p>Digital Resources:</p> <ul style="list-style-type: none"> ● BrainPOP Jr. – "President" video ● PBS Kids – Presidents' Day short videos ● National Geographic Kids – U.S. Presidents ● Scholastic – Presidents' Day lesson plans and read-alouds ● WhiteHouse.gov – "For Kids" section ● YouTube – Read-alouds of mentor texts
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<p>February</p> <p>Lesson 2:</p> <p>Groundhog Day</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.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.CivicsCM.3 – <i>Explain how diversity, tolerance, fairness, and respect for others can help communities function peacefully.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Learn about the tradition and origin of Groundhog Day. • Identify how people use folklore to make predictions about the weather. • Explore how communities celebrate local customs. • Make and record their own weather predictions. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Groundhog Day Prediction Chart Students vote and record their prediction: <i>Will the groundhog see its shadow?</i> Create a class graph or bar chart of student responses. • Option B: Make a Groundhog Puppet Use a paper bag or cup and groundhog cutout for students to make their own puppet. • Option C: Shadow Science Activity Use flashlights and small figures to explore how shadows change based on light direction. • Option D: Write a Weather Report Students pretend to be the groundhog and write a short weather report for the next six weeks. • Option E: Venn Diagram Comparison Compare Groundhog Day with another tradition (e.g., First Day of Spring, a family tradition). • Exit Ticket: <i>"Today I learned that Groundhog Day is..."</i> • Observation: During discussion and prediction graphing, assess understanding of tradition and folklore. • Student Work: Review crafts, writing, and charts for content accuracy. • Shadow Activity Reflection: Ask students to describe how shadows are formed and what they learned. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Groundhog Day!" by Gail Gibbons A nonfiction introduction that explains the history, traditions, and meaning of Groundhog Day in a simple, engaging way. 2. "Substitute Groundhog" by Pat Miller A fun fictional story about a groundhog looking for a stand-in, which helps reinforce the significance of the holiday. 3. "Gregory's Shadow" by Don Freeman A gentle story about a groundhog who is afraid of his shadow, encouraging a deeper understanding of shadows and feelings. 4. "Go to Sleep, Groundhog!" by Judy Cox A humorous tale of a groundhog who keeps waking up before his big day and discovers other holidays along the way. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Shadow experiment materials (flashlight, toy groundhog, white paper) • Printable Groundhog Day prediction chart • Craft supplies (brown paper, glue, scissors, cotton balls, etc.) • Vocabulary cards: <i>groundhog, shadow, weather, prediction, tradition, hibernation</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> • YouTube – Read-alouds of mentor texts • BrainPOP Jr. – "Seasons" or "Weather" videos
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			<ul style="list-style-type: none"> • Scholastic News – Groundhog Day feature article or video • Punxsutawney Groundhog Club official website (kid-safe version) • National Geographic Kids – Weather facts
<p>February</p> <p>Lesson 3:</p> <p>Chinese New Year</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.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.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 about Chinese New Year as a cultural celebration. • Identify traditional symbols, foods, customs, and activities. • Recognize the importance of family and cultural values. • Demonstrate understanding by participating in themed activities and discussions. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Zodiac Animal Craft or Writing Use a zodiac chart to determine each student's zodiac animal. Students draw or write about their animal's traits. • Option B: Make a Paper Lantern Students fold and decorate lanterns using red and gold materials. Add symbols or drawings inside the lantern. • Option C: Red Envelope Craft Students create red envelopes and write a positive message or "good luck wish" to a classmate. • Option D: Compare and Contrast Activity Use a Venn diagram to compare Chinese New Year with the U.S. New Year (fireworks, food, family gatherings, time of year). • Option E: "My Favorite Tradition" Writing Prompt After exploring Chinese traditions, students write about their own family's special tradition and illustrate it. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Bringing in the New Year" by Grace Lin A young girl and her Chinese-American family prepare for and celebrate the New Year with dragons, red envelopes, and lanterns. 2. "Ruby's Chinese New Year" by Vickie Lee Ruby journeys to her grandmother's house with help from zodiac animals. This story creatively introduces the twelve zodiac animals. 3. "The Runaway Wok" by Ying Chang Compestine A Chinese New Year tale that celebrates sharing, kindness, and tradition, told in the style of a folktale. 4. "My First Chinese New Year" by Karen Katz A simple and colorful introduction to the customs of the holiday, perfect for younger readers. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Red construction paper, gold crayons or markers • Scissors, glue sticks, tissue paper, craft supplies • Printable zodiac wheel or chart • "I Celebrate New Year" graphic organizer • Vocabulary cards: <i>lantern, dragon, zodiac,</i>

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		<ul style="list-style-type: none"> • Exit Ticket: <i>"One thing I learned about Chinese New Year is..."</i> • Student Crafts and Writing: Review for understanding of symbols, values, and traditions. • Venn Diagram Comparison: Check students' ability to analyze cultural similarities and differences. • Participation in Discussions: Assess comprehension and engagement through responses and questions. 	<p><i>red envelope, dumplings, fireworks, tradition, family</i></p> <p>Digital Resources:</p> <ul style="list-style-type: none"> • BrainPOP Jr. – "Chinese New Year" • PBS Learning Media – Lunar New Year videos and articles • YouTube – Read-alouds of mentor texts • National Geographic Kids – Chinese New Year facts • Scholastic – Chinese New Year lesson plans and videos • Google Earth – Explore China virtually and locate major cities like Beijing and Shanghai
<p>February</p> <p>Lesson 4:</p> <p>Black History Month</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.2 – <i>Use a timeline of important historical events to make connections between the past and present.</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"> • Identify and celebrate key figures in Black history and their contributions to American life. • Understand the significance of Black History Month and why we observe it. • Develop respect for the contributions of diverse people in shaping our country. • Make connections between past heroes and current experiences in their own lives. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: "I Am a Leader" Craft & Writing Students create a paper portrait of themselves and write how they can be a leader in their school or community. • Option B: Black History Hero Booklet Students choose a person they learned about and create a booklet with facts, drawings, and quotes. • Option C: Timeline of Black History As a class, build a simple horizontal timeline showing major 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Mae Among the Stars" by Roda Ahmed A beautifully illustrated biography of Mae Jemison, the first African American woman in space, encouraging children to dream big. 2. "I Am Rosa Parks" by Brad Meltzer A child-friendly biography that presents Rosa Parks as a brave, determined girl who stood up for what was right. 3. "Martin's Big Words" by Doreen Rappaport A powerful introduction to Dr. Martin Luther King Jr. through his famous quotes and life story. 4. "Henry's Freedom Box" by Ellen Levine A true story about a boy who escapes slavery by mailing himself to freedom, helping young students understand historical challenges.

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	<p>6.1.2.HistorySE.3 – <i>Use examples from long ago and today to describe how historical events shape our lives.</i></p>	<p>events and people students have learned about.</p> <ul style="list-style-type: none"> ● Option D: Comparison Venn Diagram Compare two leaders (e.g., MLK Jr. and Rosa Parks) using a Venn diagram chart. ● Option E: Class Quilt of Respect Each student designs a square to represent equality, respect, or kindness; combine into a paper “quilt” display. ● Exit Tickets: “<i>Today I learned...</i>” or “<i>My favorite Black history hero is...</i>” ● Student Presentations: Share biography facts about their chosen hero. ● Graphic Organizers and Booklets: Check for accuracy and engagement. ● Participation in Discussion: Evaluate understanding through responses and reflections. ● Venn Diagram Comparison: Gauge comprehension of similarities and differences. 	<p>5. “Little Leaders: Bold Women in Black History” by Vashti Harrison Short biographies of influential Black women, written in an engaging and age-appropriate format.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, markers ● Construction paper, crayons, scissors, glue ● Timeline of influential Black Americans ● Vocabulary cards: <i>equality, courage, leader, rights, respect, freedom</i> ● Biography graphic organizers ● Templates for “I Am a Leader” writing <p>Digital Resources:</p> <ul style="list-style-type: none"> ● PBS Kids – Black History Month videos and activities ● BrainPOP Jr. – “Martin Luther King Jr.” and “Rosa Parks” ● Scholastic – Black History Month read-alouds and lesson plans ● National Museum of African American History and Culture – Kids section ● YouTube – Safe and curated read-alouds and kid interviews with Black leaders
<p>February</p> <p>Lesson 5:</p>	<p>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.CivicsCM.1 – <i>Describe why it is important that people from diverse cultures work together to</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Reflect on accomplishments during the first 100 days of school. ● Recognize how their classroom community has grown and changed. ● Participate in activities that foster teamwork, appreciation, and goal-setting. ● Engage in activities that build connections 	<p>Mentor Texts:</p> <p>1. “Miss Bindergarten Celebrates the 100th Day of Kindergarten” by Joseph Slate A fun story showing how a class prepares for the 100th day with creative activities. Perfect for setting the tone for celebration.</p>

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<p>100th Day of School</p>	<p><i>solve problems.</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 democratic principles like equality, fairness, and responsibility.</i></p> <p>6.1.2.HistoryCC.2 – <i>Use a timeline of important events to make connections between the past and present.</i></p>	<p>between school, home, and community.</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option 1: “100 Acts of Kindness” Chart As a class, brainstorm 100 kind things students can do at school or home. Add ideas to a bulletin board or hallway display. ● Option 2: “If I Had \$100...” Writing Prompt Students complete a sentence or short paragraph: “If I had \$100, I would...” and illustrate. ● Option 3: “When I’m 100 Years Old” Portrait and Writing Students draw themselves at age 100 and write about what life might be like. ● Option 4: Timeline of Learning Each student adds a memory from the year to a “100 Days of School” class timeline. ● Option 5: “100 Things We Love About Our School” Collaborate to list 100 reasons students enjoy their school community (teachers, friends, lunch, PE, etc.). ● Option 6: Make 100th Day Crowns or Necklaces Count 100 beads, stickers, or stamps to create wearable crafts. ● Option 7: Classroom Museum of 100s Students bring in a small collection of 100 items (buttons, pennies, paper clips) and create a mini display. ● Exit Ticket: “My favorite part of the first 100 days was...” ● Timeline Check: Review each student’s memory contribution. ● Writing Samples: Evaluate “If I had \$100...” or “When I’m 100...” for creativity and writing development. ● Kindness Chart Participation: Observe students’ contributions and discussion. ● Flipgrid/Seesaw Reflection: Monitor verbal or digital reflections for comprehension of 	<ol style="list-style-type: none"> 2. “100th Day Worries” by Margery Cuyler A sweet story about a student who’s nervous about what to bring for the 100th day and learns that it’s okay to ask for help. 3. “Emily’s First 100 Days of School” by Rosemary Wells Follows Emily as she counts each of her first 100 days with something special, helping students relate to daily learning and growth. <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Poster board, construction paper, markers, glue ● Stickers, beads, buttons, pom-poms for counting activities ● Crown or hat templates for “100 Days Smarter” ● Class camera or tablet for photo documentation ● “100 Acts of Kindness” chart or printable ● Timeline strips for reflection <p>Digital Resources:</p> <ul style="list-style-type: none"> ● PBS Kids – Games about numbers and community ● YouTube – Read-alouds of mentor texts ● Scholastic – 100th Day celebration ideas ● Flip (formerly Flipgrid) – Have students record what they’ve learned in 100 days ● Seesaw or Google Slides – For creating “100 Days of Me” digital reflections
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		community growth.	
<p>March</p> <p>Lesson 1:</p> <p>Women's History Month</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.2 – <i>Use a timeline of important events to make connections between the past and present.</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.HistorySE.3 – <i>Use examples from long ago and today to describe how historical events shape our lives.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Learn about women from different backgrounds who made significant contributions to society. • Explore the importance of courage, leadership, and perseverance. • Recognize how the actions of historical figures have shaped the world. • Create projects that reflect understanding and appreciation of women's history. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option 1: Biography Spotlight Each day, introduce a different woman from history. Read a book or watch a short video, then complete a biography organizer about that person. • Option 2: "I Am Inspired By..." Writing Students choose a woman they've learned about and write a paragraph about why she inspires them. • Option 3: Women's History Timeline As a class, create a visual timeline with important figures and the years of their achievements. • Option 4: Acrostic Poem – WOMEN Students write an acrostic poem using the word "WOMEN" to show traits like Wise, Optimistic, etc. • Option 5: Poster or Mini Book Creation Students design a poster or mini book about a chosen woman in history with drawings, facts, and quotes. • Option 6: Community Connections Interview or draw a picture of a woman in their life (mom, teacher, nurse, etc.) and write about why she's important. • Exit Ticket: <i>"Today I learned that _____ helped _____"</i> 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "She Persisted" by Chelsea Clinton Highlights 13 American women who never gave up, from Harriet Tubman to Sonia Sotomayor. 2. "Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909" by Michelle Markel Tells the story of Clara Lemlich, a young immigrant who helped organize a major labor strike. 3. "Hidden Figures: The True Story of Four Black Women and the Space Race" by Margot Lee Shetterly (Young Readers Edition) Introduces the inspiring work of African American women mathematicians at NASA. 4. "The Watcher: Jane Goodall's Life with the Chimps" by Jeanette Winter Explores the life of scientist Jane Goodall and her work with animals and the environment. 5. "Frida Kahlo and Her Animalitos" by Monica Brown A colorful biography that introduces students to the famous Mexican painter and her love for animals. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Drawing and craft supplies (crayons, scissors, glue, construction paper) • Timeline strips

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		<p><i>make the world better by..."</i></p> <ul style="list-style-type: none"> • Biography Graphic Organizers: Check understanding of key facts. • Writing Samples and Posters: Assess for comprehension, creativity, and effort. • Class Discussion Participation: Listen for engagement, respect, and knowledge sharing. • Poems or Timeline Contributions: Evaluate student understanding of sequencing and historical impact. 	<ul style="list-style-type: none"> • Biography graphic organizers • Vocabulary cards: <i>pioneer, equality, courage, determination, invention, rights</i> <p>Digital Resources:</p> <ul style="list-style-type: none"> • PBS Kids – Women’s History Month videos and biographies • National Women’s History Museum – Kid-friendly stories • Scholastic – Read-alouds and lesson ideas for Women’s History Month • YouTube – Read-alouds of mentor texts (age-appropriate and curated) • PebbleGo or BrainPOP Jr. – Biographies of women leaders
<p>March</p> <p>Lesson 2:</p> <p>St. Patrick's Day</p>	<p>New Jersey 1st 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.1 – <i>Describe why it is important that people from diverse cultures work together to solve problems.</i></p> <p>6.1.2.GeoHE.2 – <i>Describe how human activities affect the culture and environmental characteristics of places or regions.</i></p> <p>6.1.2.HistoryCC.2 – <i>Use a timeline</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Learn about the history and cultural significance of St. Patrick’s Day. • Explore Irish culture, symbols, and traditions. • Understand how immigrants bring traditions to the United States. • Identify how holidays are celebrated in different regions and cultures. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option 1: Ireland and America Venn Diagram Compare Irish traditions and American St. Patrick’s Day customs. • Option 2: Symbols of St. Patrick’s Day Craft Students create a mini-book or poster with drawings and labels of symbols like the shamrock, rainbow, and pot of gold. • Option 3: “If I Caught a Leprechaun...” Writing Prompt Students write a short story and draw what would happen if they caught a leprechaun. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “St. Patrick’s Day” by Gail Gibbons A nonfiction picture book that explains the origins and modern-day traditions of the holiday. 2. “Jamie O’Rourke and the Big Potato” by Tomie dePaola A fun Irish folktale that introduces students to Irish storytelling and humor. 3. “The Night Before St. Patrick’s Day” by Natasha Wing A playful story in rhyme that explores how children prepare for leprechaun mischief. 4. “Fiona’s Luck” by Teresa Bateman An Irish tale of cleverness and luck, featuring rich cultural details and symbols. <p>Materials and Resources:</p>

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	<i>of important events to make connections between the past and present.</i>	<ul style="list-style-type: none"> • Option 4: Irish Flag and Map Activity Color the Irish flag and locate Ireland on a world map. Label Ireland and the U.S. • Option 5: Irish Folktale Retell Read “<i>Jamie O'Rourke and the Big Potato</i>”, then retell the folktale using drawings or sequencing cards. • Option 6: Class Irish Parade Create paper hats, flags, or instruments and walk through the hallway to celebrate (optional, fun wrap-up!). • Exit Slip: “<i>One thing I learned about Ireland or St. Patrick's Day is...</i>” • Student Writing and Art Projects: Check for comprehension, creativity, and use of vocabulary. • Venn Diagram or Retell Activities: Assess understanding of cultural comparison and story structure. • Participation in Discussions and Mapping Activity: Observe engagement and grasp of geographic context. 	<ul style="list-style-type: none"> • World map or globe • Chart paper and markers • Crayons, scissors, glue, construction paper • Printable shamrocks, rainbows, and leprechaun hats • Gold coin cutouts • Irish flag coloring pages <p>Digital Resources:</p> <ul style="list-style-type: none"> • National Geographic Kids – Ireland Facts for Kids • YouTube – Read-alouds of “<i>Jamie O'Rourke</i>” and “<i>Fiona's Luck</i>” • Google Earth – Locate Ireland and trace its distance to the U.S. • BrainPOP Jr. – Holidays: St. Patrick's Day • PBS Kids – Games and videos exploring global cultures
<p>March</p> <p>Lesson 3:</p> <p>March Madness Book Challenge (diversity, SEL, inclusion books)</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</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.HistorySE.3 – <i>Use examples from long ago and today to describe how historical events shape our lives.</i></p> <p>6.1.2.CivicsPD.1 – <i>Engage in</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Read and discuss a variety of diverse and inclusive picture books. • Engage in respectful conversations about empathy, fairness, identity, and inclusion. • Vote on their favorite books using bracket-style competition. • Develop understanding of others' experiences and perspectives. • Reflect on what it means to be kind, fair, and inclusive in their own lives. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option 1: Daily or Weekly Read-Alouds Read 1–2 books each week (or daily if time allows). Discuss the themes of each story. Use discussion 	<p>Mentor Texts (Book Bracket Options):</p> <ol style="list-style-type: none"> 1. “All Are Welcome” by Alexandra Penfold Celebrates diversity and inclusion in a classroom community. 2. “The Name Jar” by Yangsook Choi Explores identity and cultural pride as a young girl navigates a new school. 3. “Eyes That Kiss in the Corners” by Joanna Ho A poetic celebration of Asian heritage, self-love, and beauty. 4. “Strictly No Elephants” by Lisa Mantchev A metaphor for exclusion and friendship, promoting acceptance. 5. “We're All Wonders” by R.J. Palacio

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	<p><i>discussions about democratic principles such as equality and responsibility.</i></p> <p>6.1.2.HistoryCC.1 – <i>Use evidence to explain how and why individuals and groups made important decisions.</i></p>	<p>questions: (<i>How did the character show courage or kindness? What challenges did they face because of who they are? How can we include others like this character did?</i>)</p> <ul style="list-style-type: none"> ● Option 2: Book Ballot Voting After reading pairs of books, students vote on their favorite. Record results on the bracket display. Continue until the class chooses a “champion” book. ● Option 3: SEL Response Journals After each book, students reflect with a prompt like: “I felt ___ when ___ happened in the book.” “This story reminds me of...” “If I were this character, I would...” ● Option 4: Book Review Posters Students create posters with the book title, their rating, favorite part, and why it should win the bracket. ● Option 5: “Be the Difference” Pledge Wall Students write one way they’ll be more inclusive, kind, or fair, and add it to a class pledge wall. ● Journal Entries and Book Responses – Assess comprehension, empathy, and reflection. ● Participation in Discussions – Note understanding of fairness, respect, and inclusion. ● Voting and Justifications – Listen for reasoning and respectful disagreement. ● Poster or Flip Review – Evaluate the ability to express personal connections to books. ● Anchor Charts and Pledge Wall – Observe student contributions and grasp of SEL concepts. 	<p>A simplified introduction to <i>Wonder</i>, teaching kindness and empathy.</p> <ol style="list-style-type: none"> 6. “I Am Enough” by Grace Byers An empowering book about self-worth, kindness, and respecting differences. 7. “My Name Is Yoon” by Helen Recorvits A young immigrant girl adapts to a new culture while honoring her identity. 8. “Chocolate Milk, Por Favor” by Maria Dismondy Explores language barriers and friendship with a bilingual message. <p><i>(You may choose 8, 16, or 32 books depending on time.)</i></p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Large bulletin board or whiteboard for the book bracket ● Printed book covers or posters ● Sticky notes, ballots, or Google Forms for voting ● Book response sheets ● Chart paper for class reflections ● Drawing/writing supplies <p>Digital Resources:</p> <ul style="list-style-type: none"> ● Flip (formerly Flipgrid) – For book reviews and reflections ● YouTube – Safe read-alouds of mentor texts (when available) ● Padlet – To share responses or class votes ● Epic! or Sora – For digital access to inclusive literature ● Seesaw – For digital journaling and response sheets
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			<ul style="list-style-type: none">• Storyline Online – Read-alouds by celebrities
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)