

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

### Second Grade ~ Unit 3 ~ People Who Make a Difference and Our Communities

#### 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 3 ~ People Who Make a Difference and Our Communities/Module Overview

In this unit, students will learn about the people who have made and still make a difference in our world. They will learn about the qualities that make these people admirable and even heroic. Students will understand the different geographical and human elements that make up a community. Students will build the understanding that each of us has a role in making a difference and think about how they can make a difference in the world and their own communities.

**Core Content Vocabulary:** community, rural, suburban, urban, job, community, wants, needs, local, transportation, education, trade, resources, goods, services, region, community helpers, population, responsibility, branches of government, government, recreation, utilities, degree, specialty, consumers, labor, local, global, national, region

#### Social Studies Disciplinary Included:

- Civic and Political Institutions (PI)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Economic Ways of Thinking (ET)
- Exchange and Markets (EM)
- Human Environment Interaction (HE)
- Human Population Patterns (PP)
- Spatial Views of the World (SV)
- Continuity and Change (CC)

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**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

\*See standards in lessons below

**Unit 3 ~ People Who Make a Difference and Our Communities ~ Weekly Learning Activities and Pacing Guide**  
Time Frame: 12 weeks

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>April</b>  <b>Lesson 1:</b>  <b>Easter</b>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</b></p> <p><b>6.1.2.HistorySE.1</b> – <i>Use examples of regional celebrations and traditions to describe how people shape and influence community and culture.</i></p> <p><b>6.1.2.HistoryCC.2</b> – <i>Use a timeline of important events to make connections between the past and present.</i></p> <p><b>6.1.2.CivicsCM.3</b> – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p><b>6.1.2.GeoHE.2</b> – <i>Describe how</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>Understand that Easter is a holiday celebrated in many parts of the world with different traditions.</li> <li>Compare and contrast Easter celebrations in different countries.</li> <li>Explore symbols and customs associated with Easter (e.g., eggs, lambs, flowers, parades).</li> <li>Respect cultural diversity and religious practices in age-appropriate ways.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li><b>Activity 1: "Easter Around the World" Passport Booklet</b> Students create a mini-book or passport with pages for different countries (e.g., Mexico, Italy, the U.S., Greece). For each country, they write/draw one tradition (e.g., processions, egg games, family meals).</li> <li><b>Activity 2: Symbols of Easter Sort</b> Show various Easter symbols (lamb, egg, cross, bunny, spring flowers) and discuss their meanings. Students</li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li><b>"Easter Around the World" by Shannon Knudsen</b> A nonfiction book that introduces students to Easter celebrations in many countries, with rich photos and simple facts.</li> <li><b>"The Story of Easter" by Patricia A. Pingry</b> A gentle, age-appropriate introduction to the Christian story behind Easter.</li> <li><b>"Pete the Cat: Big Easter Adventure" by Kimberly and James Dean</b> A fun, engaging read-aloud where Pete goes on an egg hunt and helps the Easter Bunny.</li> <li><b>"Rechenka's Eggs" by Patricia Polacco</b> A beautifully illustrated folktale set in Russia featuring traditional Ukrainian egg decorating and themes of hope and renewal.</li> </ol>

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	<i>human activities affect the culture and environmental characteristics of places or regions.</i>	<p>complete a matching or drawing activity to connect symbols with meanings or traditions.</p> <ul style="list-style-type: none"> <li>● <b>Activity 3: Easter Venn Diagram</b> Compare Easter in the U.S. and one other country (e.g., Spain or Australia). Use a simple Venn diagram to record similarities and differences in food, traditions, and events.</li> <li>● <b>Activity 4: Decorate and Reflect</b> Students decorate a symbolic Easter egg and write about what spring or Easter means to them or how their family celebrates.</li> <li>● <b>Optional: Craft Extension</b> Create a “stained-glass” paper cross or egg using tissue paper to connect art, culture, and celebration.</li> <li>● <b>Exit Ticket:</b> <i>“One thing I learned about Easter is...”</i></li> <li>● <b>Passport Pages:</b> Check understanding of different traditions.</li> <li>● <b>Venn Diagram Activity:</b> Assess comparative thinking and retention.</li> <li>● <b>Drawing and Reflection:</b> Evaluate ability to express personal connections and cultural awareness.</li> <li>● <b>Participation in Discussion:</b> Observe respectful listening and thoughtful responses.</li> </ul>	<p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> <li>● World map or globe</li> <li>● Easter symbols (plastic eggs, egg images, bunny, flowers, cross)</li> <li>● Construction paper, crayons, scissors, glue</li> <li>● Printable “Easter Around the World” passport booklet or template</li> <li>● Venn diagram printouts</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>National Geographic Kids</b> – “Easter Traditions Around the World”</li> <li>● <b>YouTube</b> – Read-alouds of mentor texts</li> <li>● <b>Google Earth</b> – Locate countries discussed (e.g., Italy, Greece, Australia)</li> <li>● <b>PebbleGo</b> – Articles on holidays and traditions</li> <li>● <b>BrainPOP Jr.</b> – <b>Holidays: Easter</b></li> <li>● <b>Storyline Online</b> – Read-alouds of springtime stories</li> </ul>
<p><b>April</b></p> <p><b>Lesson 2:</b></p> <p><b>Math Awareness Month</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</b></p> <p><b>6.1.2.EconET.1</b> – <i>Explain the difference between needs and wants.</i></p> <p><b>6.1.2.EconEM.2</b> – <i>Describe how businesses in the community meet economic wants of</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Recognize how math is used in everyday life and in different careers.</li> <li>● Identify examples of math in their community (shopping, building, saving, cooking).</li> <li>● Explore how math connects to social responsibility (e.g., sharing resources, budgeting).</li> <li>● Understand the roles of workers who use math to help communities function</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>“Lemonade in Winter: A Book About Two Kids Counting Money” by Emily Jenkins</b> A realistic story of two siblings running a lemonade stand, using counting, budgeting, and risk-taking.</li> <li>2. <b>“Pigs Will Be Pigs: Fun with Math and Money” by Amy Axelrod</b> A humorous tale where a pig family searches for enough money to eat out,</li> </ol>

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	<p><i>consumers.</i></p> <p><b>6.1.2.CivicsPD.1</b> – <i>Engage in discussions about democratic principles such as fairness, equality, and responsibility.</i></p> <p><b>6.1.2.HistorySE.1</b> – <i>Use examples of regional celebrations to describe how people influence community and culture.</i></p>	<ul style="list-style-type: none"> <li>• <b>Activity 1: “Math in My Community” Job Match</b> Show visuals of community helpers (chef, architect, cashier, nurse). Students discuss how each job uses math. Complete a matching activity or mini-booklet titled “<i>Math on the Job!</i>”</li> <li>• <b>Activity 2: Lemonade Stand Simulation</b> In small groups, students role-play running a lemonade stand. Use play money to practice pricing, making change, and basic addition/subtraction. Record data on tally charts or simple bar graphs.</li> <li>• <b>Activity 3: Math Walk (in class or at home)</b> Students find and photograph or draw places they see math in action (thermostat, calendar, grocery list, receipt, clock). Share and explain how math was used.</li> <li>• <b>Activity 4: Needs vs. Wants Sort &amp; Graph</b> Read “Pigs Will Be Pigs” and discuss how the pigs made spending decisions. Students sort items into needs/wants and create a class bar graph.</li> <li>• <b>Activity 5: Math Poster Project</b> Students create posters with the title “<i>I Use Math When I...</i>” Include a drawing and sentence showing a real-life situation where they use math.</li> <li>• <b>Math Journals</b> – Responses to prompts like: “<i>I used math when I...</i>” or “<i>One job that uses math is...</i>”</li> <li>• <b>Needs vs. Wants Sorting Sheet</b> – Evaluate for correct classification.</li> <li>• <b>Role-Playing Observations</b> – Note understanding during lemonade stand simulation.</li> <li>• <b>Bar Graphs &amp; Tally Charts</b> – Assess basic data recording and interpretation.</li> <li>• <b>Poster Presentation</b> – Look for connections between math and real-life scenarios.</li> </ul>	<p>involving coin counting and basic economics.</p> <ol style="list-style-type: none"> <li>3. <b>“Counting on Community” by Innosanto Nagara</b> Combines numbers with social studies as students explore how people work together to support their neighborhoods.</li> <li>4. <b>“Math Curse” by Jon Scieszka</b> A fun, exaggerated look at how math problems can appear everywhere in a student’s day.</li> </ol> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>• Play money or real coins</li> <li>• Chart paper, sticky notes, markers</li> <li>• Blank bar graphs, tally sheets, and math journals</li> <li>• Construction paper for posters or signs</li> <li>• Community job cards or visuals (cashier, carpenter, banker, chef)</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>• PBS LearningMedia – Everyday Math</li> <li>• BrainPOP Jr. – Money, Saving, and Community Workers</li> <li>• ABCya – Money Games and Math Puzzles</li> <li>• Epic! Books – For digital access to mentor texts</li> <li>• Kahoot or Blooket – Math in real life quizzes</li> </ul>
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<p><b>April</b></p> <p><b>Lesson 3:</b></p> <p><b>Earth Day</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsPD.1</b> – <i>Engage in discussions about democratic principles such as fairness, equality, and responsibility.</i></p> <p><b>6.1.2.CivicsCM.3</b> – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p><b>6.1.2.GeoHE.2</b> – <i>Describe how human activities affect the culture and environmental characteristics of places or regions.</i></p> <p><b>6.3.2.GeoHE.1</b> – <i>Investigate a global issue such as climate change, pollution, or endangered species and propose possible solutions.</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose and history of Earth Day.</li> <li>• Identify ways people can help care for the Earth.</li> <li>• Explore how their actions affect the environment.</li> <li>• Participate in a class project to help their local or school community.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1: “Earth Helpers” Brainstorm and Chart</b> After reading, students brainstorm ways they can help the Earth at home or school. Add ideas to a class anchor chart: <i>“How We Can Help Our Planet.”</i></li> <li>• <b>Activity 2: Reduce, Reuse, Recycle Sorting Game</b> Show various items or pictures (e.g., plastic bottle, banana peel, newspaper). Students sort into bins: Reduce, Reuse, or Recycle.</li> <li>• <b>Activity 3: Recycled Art Project</b> Students use clean recycled materials to create an art piece or invention that helps the Earth (e.g., bird feeder, reusable bag design). Write a sentence: <i>“My creation helps the Earth by...”</i></li> <li>• <b>Activity 4: Plant Something! (Optional)</b> Plant seeds in small cups and observe growth over time. Discuss the importance of trees, plants, and flowers in the environment.</li> <li>• <b>Activity 5: Earth Day Pledge</b> Students complete a personal “Earth Day Promise” writing and drawing: <i>“I will help the Earth by...”</i></li> <li>• <b>KWL Chart Completion</b> – Observe prior knowledge and new learning.</li> <li>• <b>Earth Day Promise</b> – Assess understanding of personal responsibility.</li> <li>• <b>Sorting Activity</b> – Check for comprehension of Reduce/Reuse/Recycle concepts.</li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>“The Earth Book” by Todd Parr</b> A simple, colorful book that introduces easy ways kids can help the Earth, from using both sides of paper to turning off lights.</li> <li>2. <b>“Miss Rumphius” by Barbara Cooney</b> A beautifully illustrated story about leaving the world a better place, tying in both environmental and civic responsibility.</li> <li>3. <b>“What If Everybody Did That?” by Ellen Javernick</b> Helps students think about consequences of small actions (like littering or wasting resources) and how their choices matter.</li> <li>4. <b>“Compost Stew” by Mary McKenna Siddals</b> A fun alphabet book that teaches students how to compost and reduce waste.</li> </ol> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>• Chart paper, markers</li> <li>• Recycled materials (bottles, paper, cardboard)</li> <li>• Scissors, glue, crayons</li> <li>• “Reduce, Reuse, Recycle” sorting cards</li> <li>• Seed packets, small pots or cups, soil (optional for planting activity)</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>• BrainPOP Jr. – “Reduce, Reuse, Recycle” or “Taking Care of the Earth”</li> <li>• PBS Kids – Earth Day Games and Videos</li> <li>• National Geographic Kids – Earth Day Articles and Videos</li> </ul>
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		<ul style="list-style-type: none"> <li>• <b>Discussion Participation</b> – Gauge engagement and respectful listening.</li> <li>• <b>Reflection Writing</b> – Use sentence starters to evaluate clarity and thoughtfulness.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read-alouds on YouTube</b> (for mentor texts)</li> <li>• <b>Eco-Schools USA</b> or <b>EPA.gov/kids</b> for interactive games and activities</li> </ul>
<p><b>April</b></p> <p><b>Lesson 4:</b></p> <p><b>Arbor Day</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</b></p> <p><b>6.1.2.GeoHE.2</b> – <i>Describe how human activities affect the culture and environmental characteristics of places or regions.</i></p> <p><b>6.1.2.CivicsPD.1</b> – <i>Engage in discussions about democratic principles such as fairness, equality, and responsibility.</i></p> <p><b>6.1.2.HistorySE.1</b> – <i>Use examples of regional celebrations to describe how people shape and influence community and culture.</i></p> <p><b>6.3.2.GeoHE.1</b> – <i>Investigate a global issue such as climate change, pollution, or endangered species and propose possible solutions.</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose and history of Arbor Day.</li> <li>• Recognize the importance of trees to the environment and the community.</li> <li>• Identify ways they can help take care of trees and green spaces.</li> <li>• Participate in a classroom or school-based environmental improvement project.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1: “Tree Detective” Observation Walk</b> Take a walk around the schoolyard or look out the window to observe different kinds of trees. Students record drawings and details in a “Tree Journal” (bark color, leaf shape, size, etc.)</li> <li>• <b>Activity 2: Plant a Tree or Decorate a Class Tree</b> If available, students plant a tree or decorate a “class tree” with leaves that each say one way to help the Earth or why they love trees.</li> <li>• <b>Activity 3: Tree Life Cycle or Parts of a Tree Diagram</b> Students label or assemble a diagram showing the parts of a tree (roots, trunk, branches, leaves) or the life cycle of a tree.</li> <li>• <b>Activity 4: Write an Arbor Day Pledge</b> Students complete the sentence: “I will help trees and the Earth by...” and draw a picture. Hang pledges around the room or in a hallway for community viewing.</li> <li>• <b>Activity 5: Read-Aloud and Reflect</b> Read “The Lorax” and discuss what the character means by: “Unless someone like you cares a whole</li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>“The Lorax” by Dr. Seuss</b> A classic tale of environmental responsibility and the consequences of deforestation, with a hopeful message about making a difference.</li> <li>2. <b>“A Tree Is Nice” by Janice May Udry</b> A Caldecott-winning book that simply and beautifully explains the benefits of trees and their presence in everyday life.</li> <li>3. <b>“The Tree Lady” by H. Joseph Hopkins</b> A nonfiction story about Kate Sessions, who helped bring greenery to San Diego. Encourages thinking about individual action and community impact.</li> <li>4. <b>“We Planted a Tree” by Diane Muldrow</b> A global perspective on planting trees and their impact around the world, emphasizing shared environmental responsibility.</li> </ol> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Crayons, scissors, glue, construction paper</li> <li>• Seedlings or small potted trees (if planting)</li> <li>• Recyclable materials (for crafts)</li> <li>• Tree fact posters or anchor chart</li> <li>• Arbor Day coloring or writing sheets</li> </ul> <p><b>Digital Resources:</b></p>

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		<p><i>awful lot..." Students draw or write one way they can care for trees and green spaces.</i></p> <ul style="list-style-type: none"> <li>• <b>Tree Journals</b> – Assess observations and engagement.</li> <li>• <b>Parts of a Tree Worksheet</b> – Evaluate comprehension of tree structure.</li> <li>• <b>Pledge Writing</b> – Review for clarity and understanding of civic responsibility.</li> <li>• <b>Discussion Participation</b> – Observe use of vocabulary and respectful engagement.</li> <li>• <b>Draw-and-Label or Craft Project</b> – Check creativity and application of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PBS LearningMedia – Arbor Day or Trees Videos</b></li> <li>• <b>National Arbor Day Foundation (arborday.org/kids)</b> – Activities and tree facts</li> <li>• <b>BrainPOP Jr. – Plants and Trees</b></li> <li>• <b>Epic! Books</b> – Digital access to mentor texts</li> <li>• <b>Google Earth</b> – Explore forests and green spaces around the world</li> </ul>
<p><b>April</b></p> <p><b>Lesson 5:</b></p> <p><b>Abilities Awareness Month</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsCM.3</b> – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p><b>6.1.2.CivicsPD.1</b> – <i>Engage in discussions about fairness, equality, and responsibility.</i></p> <p><b>6.1.2.HistoryCC.3</b> – <i>Make inferences about how past and present events, practices, and people influence the community.</i></p> <p><b>6.3.2.CivicsHR.1</b> – <i>Determine what makes a good rule or law and apply this understanding to rules in the classroom and school.</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Understand that people have different abilities and that all people deserve respect and inclusion.</li> <li>• Recognize how individuals with disabilities contribute to their communities.</li> <li>• Discuss the importance of empathy and fairness.</li> <li>• Demonstrate kindness and inclusion through classroom activities.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1: "Abilities Acrostic" Poster</b> In pairs or individually, students choose a positive word about diversity (e.g., KIND, ABLE, RESPECT) and create an acrostic poster with illustrations and descriptions related to inclusion and understanding.</li> <li>• <b>Activity 2: "In Someone Else's Shoes" Empathy Stations</b> Students rotate through stations simulating various abilities (e.g., writing with non-dominant hand, navigating a space blindfolded, using noise-canceling headphones). After each, students reflect: <i>"How did that feel?"</i></li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>"We're All Wonders" by R.J. Palacio</b> A picture book based on <i>Wonder</i>, encouraging children to see the beauty in everyone and choose kindness.</li> <li>2. <b>"Meet ClaraBelle Blue" by Adiba Nelson</b> Introduces a young girl with special needs and shows how she's more alike than different from her peers.</li> <li>3. <b>"I Am Helen Keller" by Brad Meltzer</b> A biography from the "Ordinary People Change the World" series, highlighting Helen Keller's perseverance and contributions.</li> <li>4. <b>"Just Ask! Be Different, Be Brave, Be You" by Sonia Sotomayor</b> Children with various visible and invisible disabilities share their stories and how their differences make them unique.</li> </ol> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>• Chart paper, markers</li> </ul>

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		<p><i>What can we learn from others' experiences?"</i></p> <ul style="list-style-type: none"> <li>• <b>Activity 3: "Just Ask!" Class Book</b> Inspired by the book, each student completes a page: <i>"I'm ____, and something that makes me unique is ____."</i> Compile into a class book celebrating uniqueness.</li> <li>• <b>Activity 4: Community Guest or Video</b> Invite a guest with a disability (or show a video) to share their story and what helps them thrive in their school or town.</li> <li>• <b>Activity 5: Acts of Kindness Tree</b> Students write or draw kind actions on leaves (e.g., helping a friend, including someone new) and add them to a kindness tree display.</li> <li>• <b>Discussion Participation</b> – Assess respectful language and understanding of empathy concepts.</li> <li>• <b>Reflection Journal</b> – Prompt: <i>"One way I can include someone is..."</i> or <i>"Today I learned..."</i></li> <li>• <b>Acrostic Poster</b> – Look for understanding of kindness and diversity.</li> <li>• <b>Station Reflection Sheets</b> – Quick check for emotional response and connection.</li> <li>• <b>Class Book Page</b> – Evaluate self-awareness and appreciation for others' differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Construction paper, crayons, glue</li> <li>• Index cards, large drawing paper</li> <li>• Student reflection journals</li> <li>• Visuals showing inclusion (photos, posters)</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>BrainPOP Jr. – Respect and Empathy</b></li> <li>• <b>PBS Kids – "Arthur" episode: When Carl Met George (autism awareness)</b></li> <li>• <b>Read-alouds of mentor texts on YouTube</b></li> <li>• <b>Kids Health (kidshealth.org)</b> – "Being a Good Friend" and "What Is a Disability?" articles</li> <li>• <b>Unified Classroom Resources</b> from Special Olympics [generationunified.org]</li> </ul>
<p><b>May</b></p> <p><b>Lesson 1:</b></p> <p><b>Asian Pacific-Islander Heritage Month</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsCM.3</b> – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p><b>6.1.2.HistoryCC.3</b> – <i>Make</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Recognize the significance of Asian Pacific-Islander Heritage Month.</li> <li>• Learn about the diverse cultures, traditions, and accomplishments of AAPI individuals.</li> <li>• Identify key cultural symbols and stories from AAPI communities.</li> <li>• Demonstrate respect for cultural diversity through discussion and creative projects.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>"Eyes That Kiss in the Corners" by Joanna Ho</b> A beautifully written story celebrating a young girl's identity and heritage, emphasizing pride in physical and cultural differences.</li> <li>2. <b>"The Name Jar" by Yangsook Choi</b> A story about a Korean girl who feels unsure about her name and identity after</li> </ol>



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	<p><i>inferences about how past and present events, practices, and people influence the community.</i></p> <p><b>6.1.2.HistorySE.1</b> – <i>Use examples of regional celebrations to describe how people shape and influence community and culture.</i></p> <p><b>6.1.2.GeoPP.4</b> – <i>Describe how landforms, climate, and weather impact where and how people live and work.</i></p>	<ul style="list-style-type: none"> <li>● <b>Activity 1: Cultural Snapshot Mini-Book</b> Students create a “Snapshot of a Culture” mini-book with pictures or facts about an AAPI country (e.g., flag, food, holiday, traditional dress).</li> <li>● <b>Activity 2: Name Exploration Writing Prompt</b> After reading “<i>The Name Jar</i>,” students write about their own names: “<i>What does your name mean? Who gave it to you? Why is it special?</i>” (For students who don't know, they can describe what they like about it or create a name story.)</li> <li>● <b>Activity 3: Art Connection: Origami or Fan Craft</b> Introduce the art of origami or traditional fan-making from Japan or China. Discuss how art connects people to their culture and history.</li> <li>● <b>Activity 4: AAPI Heroes Gallery Walk</b> Share short biographies of notable AAPI figures (e.g., Patsy Mink, Duke Kahanamoku, Kamala Harris, Yo-Yo Ma). Students rotate around the room learning about each person and record one fact or inspiration from each.</li> <li>● <b>Activity 5: Compare and Contrast Stories</b> Use a Venn diagram to compare two mentor texts—“<i>Drawn Together</i>” and “<i>Eyes That Kiss in the Corners</i>”—looking at characters, settings, cultures, and themes.</li> <li>● <b>Class Discussion Participation</b> – Monitor respectful engagement and thoughtful responses.</li> <li>● <b>Mini-Book or Poster</b> – Assess effort and understanding of culture or tradition.</li> <li>● <b>Writing Prompt on Names</b> – Evaluate personal reflection and cultural appreciation.</li> <li>● <b>Venn Diagram</b> – Check for comprehension of similarities/differences between cultural stories.</li> <li>● <b>Exit Ticket</b> – Students complete: “<i>One new thing I learned about AAPI cultures is...</i>”</li> </ul>	<p>moving to America and how she learns to embrace who she is.</p> <ol style="list-style-type: none"> <li>3. <b>“Drawn Together” by Minh Lê</b> A wordless picture book about a boy and his grandfather bridging a language gap through art and cultural connection.</li> <li>4. <b>“Grandfather’s Journey” by Allen Say</b> A touching autobiographical story about immigration, identity, and love for two countries—Japan and America.</li> </ol> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> <li>● Crayons, scissors, glue, construction paper</li> <li>● World map or globe</li> <li>● Images of AAPI cultural symbols (e.g., clothing, food, architecture)</li> <li>● Story comparison graphic organizer</li> <li>● Paper fans, origami paper (optional for crafts)</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>PBS LearningMedia</b> – AAPI stories and videos</li> <li>● <b>Read-alouds of mentor texts on YouTube</b></li> <li>● <b>Scholastic Learn at Home – Asian American and Pacific Islander Voices</b></li> <li>● <b>National Museum of Asian Art (Smithsonian)</b> – Virtual galleries</li> <li>● <b>KIDS National Geographic – Asia and Pacific regions</b></li> <li>● <b>Asia Society for Kids</b> – Videos, maps, and interactive cultural facts</li> </ul>
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<p><b>May</b></p> <p><b>Lesson 2:</b></p> <p><b>Cinco de Mayo</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsCM.3</b> – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p><b>6.1.2.HistoryCC.3</b> – <i>Make inferences about how past and present events, practices, and people influence the community.</i></p> <p><b>6.1.2.HistorySE.1</b> – <i>Use examples of regional celebrations to describe how people shape and influence community and culture.</i></p> <p><b>6.1.2.GeoHE.1</b> – <i>Explain how people use natural resources in their community and how it influences their way of life.</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Understand the history and significance of Cinco de Mayo.</li> <li>• Identify cultural traditions associated with the holiday.</li> <li>• Recognize the importance of diversity and cultural respect.</li> <li>• Express their learning through creative and reflective activities.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1: Cinco de Mayo Craft — Papel Picado or Maracas</b> Students create colorful paper cut-outs or decorate maracas to celebrate the vibrant festival traditions.</li> <li>• <b>Activity 2: Timeline Creation</b> As a class, create a simple timeline of key events leading to Cinco de Mayo, focusing on the Battle of Puebla (1862).</li> <li>• <b>Activity 3: Cultural Celebration Poster</b> Students make posters showing different ways Cinco de Mayo is celebrated: music, food, dance, and parades.</li> <li>• <b>Activity 4: Compare Celebrations Discussion</b> Students share any family or community celebrations they know and compare them with Cinco de Mayo to appreciate cultural diversity.</li> <li>• <b>Activity 5: Read-Aloud Follow-up</b> Read <b>“Just a Minute”</b> for cultural storytelling and counting practice.</li> <li>• <b>Participation in Discussion</b> – Check understanding of Cinco de Mayo’s significance and respect for cultural diversity.</li> <li>• <b>Craft Projects</b> – Evaluate creativity and connection to cultural symbols.</li> <li>• <b>Timeline Contribution</b> – Assess comprehension of historical events.</li> <li>• <b>Cultural Celebration Poster</b> – Review for</li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>“Cinco de Mayo: A Celebration of Mexican Heritage” by Susan Anderson</b> A simple and colorful introduction to the history and traditions of Cinco de Mayo.</li> <li>2. <b>“Cinco de Mayo” by Gail Gibbons</b> An informative book explaining the historical background and ways people celebrate Cinco de Mayo.</li> <li>3. <b>“Just a Minute: A Trickster Tale and Counting Book” by Yuyi Morales</b> A fun counting story based on Mexican folklore that can introduce cultural elements.</li> <li>4. <b>“Celebrate Cinco de Mayo” by Hannah Eliot</b> Describes modern-day celebrations and the cultural importance of the holiday.</li> </ol> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Construction paper, crayons, glue, scissors</li> <li>• Images/photos of Cinco de Mayo celebrations (parades, foods, dances)</li> <li>• Map showing Mexico and the U.S. border states</li> <li>• Paper plates or craft supplies for making decorative crafts like papel picado (cut paper decorations) or maracas</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>• PBS Kids – “Cinco de Mayo” videos and activities</li> <li>• National Geographic Kids – Cinco de Mayo facts</li> </ul>
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		<p>understanding of traditions and diversity.</p> <ul style="list-style-type: none"> <li>• <b>Exit Ticket or Quick Write:</b>  <i>"One thing I learned about Cinco de Mayo is..."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>YouTube read-alouds of mentor texts</b></li> <li>• <b>Smithsonian Latino Center</b> – Resources about Mexican-American culture and history</li> <li>• <b>Scholastic Learn at Home</b> – Cinco de Mayo activities and videos</li> </ul>
<p><b>May</b></p> <p><b>Lesson 3:</b></p> <p><b>Memorial Day</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsCM.3</b> – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p><b>6.1.2.HistoryCC.3</b> – <i>Make inferences about how past and present events, practices, and people influence the community.</i></p> <p><b>6.1.2.HistorySE.1</b> – <i>Use examples of regional celebrations to describe how people shape and influence community and culture.</i></p> <p><b>6.1.2.GeoHE.1</b> – <i>Explain how people use natural resources in their community and how it influences their way of life.</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning and history of Memorial Day.</li> <li>• Recognize the importance of honoring those who served in the military.</li> <li>• Identify common Memorial Day symbols and traditions.</li> <li>• Express respect and gratitude through discussion and activities.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1: Create a Paper Poppy</b> Students make red paper poppies, a symbol of remembrance, to take home or display in the classroom.</li> <li>• <b>Activity 2: Memorial Day Symbols Poster</b> In small groups, students create posters illustrating symbols of Memorial Day (flags, poppies, salutes, parades) and explain their meanings.</li> <li>• <b>Activity 3: Thank You Card Writing</b> Students write thank-you cards or letters to veterans or active military personnel expressing gratitude.</li> <li>• <b>Activity 4: Timeline of Memorial Day</b> Create a simple class timeline highlighting important events related to Memorial Day, such as the Civil War and the establishment of the holiday.</li> <li>• <b>Activity 5: Moment of Reflection</b> Have a brief, respectful moment of silence or reflection to honor those who have served.</li> <li>• <b>Class Discussion Participation</b> – Assess</li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>"The Wall" by Eve Bunting</b> A touching story about a boy and his father visiting the Vietnam Veterans Memorial, teaching respect and remembrance.</li> <li>2. <b>"Memorial Day" by David Adler</b> A simple explanation of the holiday, its history, and how it is observed today.</li> <li>3. <b>"Poppy" by Avi</b> A story about a girl learning the importance of remembrance and honoring veterans.</li> <li>4. <b>"Why Do We Remember? The Story of Memorial Day" by Beverly Randell</b> Explains the origins of Memorial Day and its significance in honoring fallen soldiers.</li> </ol> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Construction paper, crayons, scissors, glue</li> <li>• Photos or images of Memorial Day parades, flags, poppies, and cemeteries</li> <li>• Paper poppy templates</li> <li>• U.S. flag visuals and patriotic symbols</li> </ul> <p><b>Digital Resources:</b></p>

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		<ul style="list-style-type: none"> <li>understanding of Memorial Day's significance.</li> <li>● <b>Poppy Craft and Posters</b> – Evaluate ability to identify and explain symbols.</li> <li>● <b>Thank You Cards</b> – Review expressions of gratitude and respectful tone.</li> <li>● <b>Timeline Participation</b> – Check comprehension of historical sequence.</li> <li>● <b>Exit Ticket:</b>  <i>"What is one way we remember heroes on Memorial Day?"</i></li> </ul>	<ul style="list-style-type: none"> <li>● PBS LearningMedia – Memorial Day videos and activities</li> <li>● Scholastic – Memorial Day Read-Alouds and Lesson Plans</li> <li>● National Archives – Videos about Memorial Day</li> <li>● YouTube read-alouds of mentor texts</li> <li>● Veterans Affairs website – Resources for kids about Memorial Day</li> </ul>
<p><b>May</b></p> <p><b>Lesson 4:</b></p> <p><b>Law Enforcement Appreciation Month</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsPI.1</b> – <i>Explain the roles of authority figures in the classroom, school, and community.</i></p> <p><b>6.1.2.CivicsCM.3</b> – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p><b>6.1.2.CivicsPR.1</b> – <i>Identify ways that community members work to make neighborhoods and schools safer.</i></p> <p><b>6.1.2.GeoHE.1</b> – <i>Explain how people use natural and human resources to meet their needs in</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Learn about the role and responsibilities of law enforcement officers.</li> <li>● Understand how law enforcement contributes to community safety.</li> <li>● Develop appreciation and respect for law enforcement and other community helpers.</li> <li>● Express gratitude through discussion and creative activities.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Activity 1: Role-Play "Community Helper"</b> Students role-play being police officers, practicing how they might help in various situations like crossing guard, helping lost children, or answering emergency calls.</li> <li>● <b>Activity 2: Create a "Thank You" Card</b> Students design and write thank-you cards to local law enforcement officers expressing appreciation.</li> <li>● <b>Activity 3: Community Safety Poster</b> In small groups, students create posters showing ways police officers keep the community safe (e.g., helping people, directing traffic, teaching safety).</li> <li>● <b>Activity 4: Safety Rules Discussion and Chart</b> Discuss safety rules (e.g., stop, look, and listen before crossing; call 911 only in emergencies).</li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>"Police Officers on Patrol" by Anne Rockwell</b> A simple, engaging introduction to the daily duties of police officers and how they help the community.</li> <li>2. <b>"A Day in the Life of a Police Officer" by Heather Adamson</b> Describes the different tasks police officers do and the tools they use.</li> <li>3. <b>"I Want to Be a Police Officer" by Laura Driscoll</b> A child-friendly book about the desire to help others by becoming a police officer.</li> <li>4. <b>"Community Helpers: Police Officers" by Bobbie Kalman</b> Explores the important roles police officers play in communities and schools.</li> </ol> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> <li>● Construction paper, crayons, scissors, glue</li> <li>● Pictures or videos showing police officers and community helpers</li> </ul>

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	<i>the community.</i>	<p>Make a class chart titled <b>"How We Stay Safe"</b> including the role of police officers.</p> <ul style="list-style-type: none"> <li>• <b>Activity 5: Map Your Neighborhood Helpers</b> Use a simple neighborhood map to identify where police stations, fire stations, hospitals, and schools are located.</li> <li>• <b>Participation in Discussion and Role-Play</b> – Observe understanding of law enforcement roles and respectful behavior.</li> <li>• <b>Thank You Cards</b> – Assess students' ability to express gratitude clearly and respectfully.</li> <li>• <b>Community Safety Posters</b> – Check comprehension of how police officers help.</li> <li>• <b>Safety Rules Chart Contribution</b> – Evaluate understanding of safety procedures.</li> <li>• <b>Exit Ticket:</b>  <i>"Name one way a police officer helps keep us safe."</i> </li> </ul>	<ul style="list-style-type: none"> <li>• Role-play props (badges, hats, walkie-talkies—optional)</li> <li>• "Thank You" card templates</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>• PBS Kids – Community Helpers videos about police officers</li> <li>• Scholastic – Law Enforcement Appreciation resources</li> <li>• YouTube read-alouds of mentor texts</li> <li>• Local police department's educational materials or virtual tours (if available)</li> <li>• BrainPOP Jr. – Community Helpers: Police Officer (subscription or free trial)</li> </ul>
<p><b>May</b></p> <p><b>Lesson 5:</b></p> <p><b>Mother's Day</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsCM.3</b> – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p><b>6.1.2.CivicsPI.1</b> – <i>Explain the roles of authority figures and family members in their community and school.</i></p> <p><b>6.1.2.HistoryCC.3</b> – <i>Make</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Understand the significance of Mother's Day as a day to honor mothers and caregivers.</li> <li>• Learn about different family traditions related to Mother's Day around the world.</li> <li>• Identify the important roles mothers and caregivers play in families and communities.</li> <li>• Create a meaningful expression of appreciation for their own mother or caregiver.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1: Family Traditions Discussion</b> Students share any Mother's Day traditions from their own families or cultures. Use a chart to list different ways people celebrate mothers around the world.</li> <li>• <b>Activity 2: Create a Mother's Day Card or Gift</b> Students design and create a card or simple</li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>"Mother's Day" by Anne Rockwell</b> A simple book explaining the history and celebration of Mother's Day.</li> <li>2. <b>"Thank You, Mama" by Alice Faye Duncan</b> A heartfelt story about a child expressing gratitude to their mother.</li> <li>3. <b>"Mother's Day Surprise" by Stephen Krensky</b> A story about children preparing a special surprise to celebrate their mom.</li> <li>4. <b>"Mama and Me" by Genevieve Cote</b> A sweet story highlighting the bond between mother and child with everyday activities.</li> </ol> <p><b>Materials and Resources:</b></p>

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	<p><i>inferences about how past and present events, practices, and people influence the community.</i></p> <p><b>6.1.2.GeoHE.1</b> – Explain how people use natural and human resources to meet their needs in the community.</p>	<p>craft to give to their mother or caregiver.</p> <ul style="list-style-type: none"> <li>● <b>Activity 3: Writing Prompt – Gratitude Letter</b> Students write a short letter or sentence expressing thanks to their mother or caregiver.</li> <li>● <b>Activity 4: Role-Play</b> In pairs or small groups, students role-play ways to show appreciation to family members.</li> <li>● <b>Participation in Discussion</b> – Assess understanding of the holiday's meaning and cultural diversity.</li> <li>● <b>Craft Projects</b> – Evaluate creativity and personal connection.</li> <li>● <b>Gratitude Letters</b> – Review for clear, thoughtful expressions of thanks.</li> <li>● <b>Role-Play Observations</b> – Check respectful behavior and comprehension of appreciation actions.</li> <li>● <b>Exit Ticket:</b> <i>"What is one way you can show your mother or caregiver you appreciate her?"</i></li> </ul>	<ul style="list-style-type: none"> <li>● Chart paper and markers</li> <li>● Construction paper, crayons, scissors, glue</li> <li>● Photos or images of Mother's Day celebrations from various cultures</li> <li>● Craft supplies for cards or simple gifts (stickers, ribbon, tissue paper, etc.)</li> <li>● Family traditions sharing sheet (optional)</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>● PBS Kids – Mother's Day videos and songs</li> <li>● Scholastic – Mother's Day activities and story read-alouds</li> <li>● YouTube read-alouds of mentor texts</li> <li>● National Geographic Kids – Family Traditions Around the World</li> <li>● Khan Academy Kids – Family and Community lessons</li> </ul>
<p><b>May</b></p> <p><b>Lesson 6:</b></p> <p><b>Teacher and Staff Appreciation</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsPI.1</b> – Explain the roles of authority figures in the classroom, school, and community.</p> <p><b>6.1.2.CivicsCM.3</b> – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Identify the roles of different school staff and teachers.</li> <li>● Understand the importance of appreciation and respect for school helpers.</li> <li>● Express gratitude toward teachers and staff through creative and verbal activities.</li> <li>● Recognize how school staff contribute to a safe, supportive learning environment.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Activity 1: Role-Play "School Helpers"</b> Students take turns acting out different school helper roles and explain how they help students and the school.</li> <li>● <b>Activity 2: Create Thank-You Cards or Posters</b></li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>"Thank You, Mr. Falker" by Patricia Polacco</b> A touching story about a teacher who changes a student's life, highlighting the impact teachers have.</li> <li>2. <b>"Miss Bindergarten Celebrates the 100th Day of Kindergarten" by Joseph Slate</b> Celebrates classroom fun and community, including staff roles.</li> <li>3. <b>"School Helpers" by Gail Saunders-Smith</b> Introduces different helpers in the school, explaining their roles.</li> <li>4. <b>"Thank You, Teachers" by Margaret McNamara</b> A simple and warm tribute to teachers and</li> </ol>

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	<p><b>6.1.2.CivicsPR.1</b> – <i>Identify ways that community members work to make neighborhoods and schools safer and more supportive.</i></p> <p><b>6.1.2.HistoryCC.3</b> – <i>Make inferences about how past and present events, practices, and people influence the community.</i></p>	<p>Students make cards or posters to thank teachers and staff for their hard work and kindness.</p> <ul style="list-style-type: none"> <li>● <b>Activity 3: “What I Appreciate” Sharing Circle</b> Students share one thing they appreciate about a teacher or staff member and why.</li> <li>● <b>Activity 4: Classroom Helper Chart</b> Make a chart listing classroom jobs and discuss how each role helps the class run smoothly.</li> <li>● <b>Participation in Discussion and Role-Play</b> – Assess understanding of roles and respect.</li> <li>● <b>Thank-You Cards/Posters</b> – Evaluate creativity and sincere expressions of gratitude.</li> <li>● <b>Sharing Circle Contributions</b> – Observe thoughtful communication and appreciation.</li> <li>● <b>Exit Ticket:</b> “Name one person at school who helps you and one way they help.”</li> </ul>	<p>the work they do.</p> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> <li>● Construction paper, crayons, markers, stickers</li> <li>● Photos or posters of school staff (teachers, custodians, cafeteria workers, librarians, aides)</li> <li>● Thank-you card templates or craft supplies for handmade cards</li> <li>● Role-play props (optional: badges, hats, clipboards)</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>● PBS Kids – Videos about school helpers and teachers</li> <li>● Scholastic – Teacher Appreciation Day lesson ideas and read-alouds</li> <li>● YouTube read-alouds of mentor texts</li> <li>● Common Sense Education – Digital citizenship lessons on respect and kindness</li> <li>● Local school district websites with staff appreciation resources</li> </ul>
<p><b>May</b></p> <p><b>Lesson 7:</b></p> <p><b>Better Hearing and Speech Month</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSL-S):</b></p> <p><b>6.1.2.CivicsCM.3</b> – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Understand the importance of hearing and speech in everyday communication.</li> <li>● Recognize different ways people communicate (speaking, sign language, assistive devices).</li> <li>● Show respect and empathy for people with hearing or speech differences.</li> <li>● Identify professionals who help with hearing and speech (audiologists, speech therapists).</li> <li>● Practice clear speaking and active listening skills.</li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>“The Listening Walk” by Paul Showers</b> A poetic story encouraging children to listen closely to the sounds around them.</li> <li>2. <b>“Can You Hear a Rainbow?” by Cynthia Benjamin</b> Introduces children to different sounds and the concept of hearing.</li> <li>3. <b>“My Brother Charlie” by Holly Robinson</b></li> </ol>

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	<p><b>6.1.2.CivicsPI.1</b> – <i>Explain the roles of authority figures and family members in their community and school.</i></p> <p><b>6.1.2.GeoHE.1</b> – <i>Explain how people use natural and human resources to meet their needs in the community.</i></p> <p><b>6.1.2.HistoryCC.3</b> – <i>Make inferences about how past and present events, practices, and people influence the community.</i></p>	<p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1: Listening Game</b> Play a game where students close their eyes and listen to different sounds in the classroom or from recordings. Discuss how paying attention helps us understand each other.</li> <li>• <b>Activity 2: Communication Exploration</b> Show pictures and videos of different communication methods: talking, sign language, hearing aids. Teach a few basic ASL signs (like “hello,” “thank you”).</li> <li>• <b>Activity 3: Empathy Simulation</b> Use headphones or earmuffs to simulate hearing difficulties. Students try to follow simple instructions or conversations, discussing challenges.</li> <li>• <b>Activity 4: Create a Communication Poster</b> Students create posters showing ways people communicate and how to be good listeners and speakers.</li> <li>• <b>Activity 5: Appreciation Cards</b> Make cards to thank speech therapists, audiologists, or anyone who helps people communicate.</li> <li>• <b>Participation in Listening Game and Discussion</b> – Observe understanding of listening skills.</li> <li>• <b>Communication Poster</b> – Assess comprehension of different communication methods.</li> <li>• <b>Empathy Simulation Reflections</b> – Evaluate empathy and awareness.</li> <li>• <b>ASL Sign Practice</b> – Check ability to learn and use simple signs.</li> <li>• <b>Exit Ticket:</b>  <i>“Name one way people communicate besides talking.”</i></li> </ul>	<p><b>Peete and Ryan Elizabeth Peete</b>  A touching story about a boy with autism and communication differences.</p> <p>4. <b>“Signing is Awesome!” by Pat Mirenda</b>  A fun introduction to sign language for young learners.</p> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Pictures of communication tools (hearing aids, cochlear implants, sign language)</li> <li>• Headphones or earmuffs to simulate hearing loss</li> <li>• Basic sign language flashcards or posters</li> <li>• Worksheets for drawing or writing about communication</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>• National Institute on Deafness and Other Communication Disorders (NIDCD) – Kids section</li> <li>• Hands &amp; Voices – Educational videos on sign language and communication</li> <li>• YouTube read-alouds of mentor texts</li> <li>• PBS Kids – Listening and communication games</li> <li>• ASL (American Sign Language) for Kids apps or websites</li> </ul>
<p><b>May</b></p> <p><b>Lesson 8:</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020)</b></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Identify what a Speech-Language Pathologist (SLP) does and why their work is important.</li> </ul>	<p><b>Mentor Texts (with Short Descriptions):</b></p>



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<p><b>Speech Language Pathologist Appreciation</b></p>	<p><b>NJSLS-S):</b></p> <p><b>6.1.2.CivicsPI.1</b> – <i>Explain the roles of authority figures and family members in their community and school.</i></p> <p><b>6.1.2.CivicsCM.3</b> – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p><b>6.1.2.HistoryCC.3</b> – <i>Make inferences about how past and present events, practices, and people influence the community.</i></p> <p><b>6.1.2.GeoHE.1</b> – <i>Explain how people use natural and human resources to meet their needs in the community.</i></p>	<ul style="list-style-type: none"> <li>• Understand how SLPs help people communicate better.</li> <li>• Show respect and appreciation for SLPs and their role in schools and communities.</li> <li>• Reflect on the importance of clear communication in daily life.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1: What Does an SLP Do?</b> Discuss and chart the jobs of an SLP (helping with talking, understanding, reading). Show pictures of therapy tools and explain how they help.</li> <li>• <b>Activity 2: Try Speech Exercises</b> Practice simple tongue twisters or pronunciation games as a fun introduction to speech work.</li> <li>• <b>Activity 3: Create Thank-You Cards</b> Students make cards or posters to thank the school's SLP or speech therapists they know.</li> <li>• <b>Activity 4: Role-Play Listening and Speaking</b> In pairs, practice speaking clearly and listening carefully, imagining how SLPs help people improve these skills.</li> <li>• <b>Class Discussion and Chart</b> – Assess understanding of the SLP role.</li> <li>• <b>Participation in Speech Exercises</b> – Observe effort and enthusiasm.</li> <li>• <b>Thank-You Cards/Posters</b> – Evaluate sincerity and creativity.</li> <li>• <b>Role-Play Observations</b> – Check communication skills and empathy.</li> <li>• <b>Exit Ticket:</b>  <i>"Why is it important to have speech helpers like SLPs?"</i></li> </ul>	<ol style="list-style-type: none"> <li>1. <b>"My Brother Charlie" by Holly Robinson Peete and Ryan Elizabeth Peete</b>  – A story about understanding and accepting communication differences.</li> <li>2. <b>"Speech Therapy" by Lisa Rogak</b> (or similar simple nonfiction book)  – Explains what speech therapy is and how SLPs help children.</li> <li>3. <b>"Thank You, Speech Therapist!" by Stephanie Pestana</b> (children's book or adapted text)  – A book expressing gratitude to SLPs for their work (if unavailable, create a simple class poem).</li> </ol> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Photos or illustrations of speech therapy tools (e.g., flashcards, mouth models)</li> <li>• Thank-you card materials (paper, crayons, stickers)</li> <li>• Simple speech exercises or games (tongue twisters, listening games)</li> <li>• Poster paper for "SLP Appreciation" signs</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>• American Speech-Language-Hearing Association (ASHA) – Kids page</li> <li>• YouTube videos introducing SLPs and speech therapy</li> <li>• PBS Kids – Communication and speech games</li> <li>• Common Sense Education – Respect and</li> </ul>
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			empathy lessons
<p><b>June</b></p> <p><b>Lesson 1:</b></p> <p><b>Flag Day</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsPI.1</b> – <i>Describe the roles of people, including students, parents, teachers, and other school personnel in a school community.</i></p> <p><b>6.1.2.CivicsPR.4</b> – <i>Recognize symbols of the United States (e.g., the flag, bald eagle, Statue of Liberty) and understand the importance of patriotic celebrations.</i></p> <p><b>6.1.2.HistoryCC.3</b> – <i>Make inferences about how past and present events, practices, and people influence our communities.</i></p> <p><b>6.1.2.HistorySE.2</b> – <i>Describe the contributions of people in the local community who have helped build and strengthen it.</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>Understand the meaning and history of the American flag.</li> <li>Identify symbols and colors of the U.S. flag and their meanings.</li> <li>Learn why we celebrate Flag Day and how people show patriotism.</li> <li>Create and share patriotic expressions of appreciation for the flag and country.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li><b>Activity 1: Flag Symbol Sort</b> Show visuals of different U.S. symbols (e.g., flag, eagle, Liberty Bell). Have students sort or match the symbols with their meanings.</li> <li><b>Activity 2: Make Your Own Flag Craft</b> Students create a paper version of the U.S. flag, practicing color placement and counting stars/stripes. Older or more advanced students can make a flag of their own design to represent their classroom or family.</li> <li><b>Activity 3: “What the Flag Means to Me” Writing Prompt</b> Students write a few sentences or a paragraph reflecting on what the flag means to them or how they show respect to it (e.g., standing for the pledge, learning about America).</li> <li><b>Activity 4: Flag Day Poem or Song (Optional)</b> Teach a simple patriotic poem or song (like a verse from “America the Beautiful” or “You’re a Grand Old Flag”).</li> <li><b>Class Discussion Participation</b> – Note understanding of flag symbolism and patriotic celebration.</li> </ul>	<p><b>Mentor Texts (with Short Descriptions):</b></p> <ol style="list-style-type: none"> <li><b>“F Is for Flag” by Wendy Cheyette Lewison</b> A child-friendly book that explains what the American flag stands for and why we honor it.</li> <li><b>“Red, White, and Blue: The Story of the American Flag” by John Herman</b> A nonfiction account that tells the story of how the U.S. flag came to be.</li> <li><b>“Our Flag” by Carl Memling (revised edition)</b> A classic introduction to the history, symbolism, and respect given to the U.S. flag.</li> </ol> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>Printed images of different historical U.S. flags (including the original 13-star flag)</li> <li>Art supplies: red, white, blue paper, glue, scissors, crayons</li> <li>American flag for display</li> <li>U.S. map and timeline (optional)</li> <li>Writing paper for reflections or notes</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>PBS Kids: Patriotic symbols and holidays videos</li> <li>National Archives: History of the U.S. flag</li> <li>YouTube: Read-alouds of mentor texts and Flag Day videos for kids</li> <li>BrainPOP Jr.: U.S. Symbols and Flag Day</li> </ul>

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		<ul style="list-style-type: none"> <li>● <b>Flag Craft Accuracy</b> – Check use of correct colors, pattern, and number of elements.</li> <li>● <b>Written Reflection</b> – Assess students' ability to express appreciation or understanding of the flag.</li> <li>● <b>Exit Ticket:</b>  <i>"Why do we celebrate Flag Day?" or "What do the stars and stripes stand for?"</i></li> </ul>	<p>mini-lessons (subscription may be required)</p> <ul style="list-style-type: none"> <li>● Star-Spangled Banner audio or music video (instrumental or vocal)</li> </ul>
<p><b>June</b></p> <p><b>Lesson 2:</b></p> <p><b>Father's Day</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsPI.1</b> – <i>Describe roles of people including students, parents, teachers, and other community members.</i></p> <p><b>6.1.2.CivicsCM.3</b> – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p><b>6.1.2.HistoryCC.3</b> – <i>Make inferences about how past and present events, practices, and people influence our community.</i></p> <p><b>6.1.2.HistorySE.2</b> – <i>Describe the contributions of people in the local community who have helped build and strengthen it.</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Recognize the importance of Father's Day and the roles of fathers and father figures in their lives and communities.</li> <li>● Identify and celebrate ways caregivers show love and support.</li> <li>● Express appreciation through writing and creative expression.</li> <li>● Reflect on traditions and differences in how families celebrate loved ones.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Activity 1: Dad &amp; Me Web</b> Students create a web graphic organizer of all the things they enjoy doing with their father or father figure (playing, learning, working, etc.).</li> <li>● <b>Activity 2: Thank-You Card or Mini Book</b> Students write and decorate a thank-you card or mini booklet titled <i>"10 Reasons I Love My Dad"</i> or <i>"My Hero at Home"</i>. Encourage inclusivity: children can choose any caregiver or family member they want to honor.</li> <li>● <b>Activity 3: Family Traditions Share</b> As a class or in small groups, students share how their families celebrate Father's Day or similar appreciation days. Use a map or globe to talk about different cultures.</li> <li>● <b>Activity 4: "If I Were a Dad..." Writing Prompt</b></li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>"Because I'm Your Dad" by Ahmet Zappa</b> A lighthearted, imaginative book highlighting fun and caring father-child moments.</li> <li>2. <b>"My Dad" by Anthony Browne</b> A charming and humorous tribute to a child's admiration for their dad's many roles.</li> <li>3. <b>"Papa, Do You Love Me?" by Barbara M. Joosse</b> A beautifully illustrated story set in the Maasai culture, showing a father's unconditional love.</li> <li>4. <b>"A Father Like That" by Charlotte Zolotow</b> A gentle book exploring non-traditional families and imagining the qualities of a loving father.</li> </ol> <p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>● Mentor texts (hard copy or digital read-alouds)</li> <li>● Crayons, markers, colored pencils</li> <li>● Writing paper or premade templates for cards or mini-books</li> </ul>

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		<p>Students complete and illustrate the sentence: <i>"If I were a dad, I would..."</i> to explore empathy and role reversal.</p> <ul style="list-style-type: none"> <li>• <b>Class Discussion Participation</b> – Assess student understanding of family roles.</li> <li>• <b>Web Graphic Organizer</b> – Check for thoughtful responses about caregiver responsibilities.</li> <li>• <b>Thank-You Cards or Books</b> – Review writing for completeness, detail, and gratitude.</li> <li>• <b>Exit Ticket:</b> <i>"What is one thing you are thankful for about your dad or someone who cares for you?"</i></li> </ul>	<ul style="list-style-type: none"> <li>• Construction paper, scissors, glue</li> <li>• Photos or drawings of families (optional)</li> <li>• Chart paper for group discussions</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Storyline Online</b> – Read-alouds of "My Dad" or similar stories</li> <li>• <b>PBS Kids</b> – Family-themed activities and games</li> <li>• <b>Flip</b> – For students to record short videos or messages for father figures (optional)</li> <li>• <b>Seesaw</b> – Digital journals or thank-you card submissions</li> <li>• <b>YouTube</b> – Songs and tributes to fathers ("Dads Are Special" sing-alongs)</li> </ul>
<p><b>June</b></p> <p><b>Lesson 3:</b></p> <p><b>Pride Month</b></p>	<p><b>New Jersey 2nd Grade Social Studies Standard (2020 NJSLS-S):</b></p> <p><b>6.1.2.CivicsCM.3</b> – <i>Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in their community.</i></p> <p><b>6.1.2.CivicsPR.3</b> – <i>Identify examples of responsible actions by individuals and groups in the community.</i></p> <p><b>6.1.2.HistorySE.2</b> – <i>Describe the contributions of people in the local community who have helped build and strengthen it.</i></p>	<p><b>Objective: We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Understand that families and individuals come in many different forms and everyone deserves to be respected and celebrated.</li> <li>• Learn about Pride Month as a celebration of self-identity, love, and acceptance.</li> <li>• Discuss kindness, inclusion, and the importance of being an ally to others.</li> <li>• Recognize ways to show respect and celebrate differences in their own community.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1: "My Family Portrait"</b> Students draw and label a picture of their family (or a chosen family). Emphasize there's no "one right way" a family looks.</li> <li>• <b>Activity 2: "Kindness Chain" or "Pride Chain"</b> Students write or draw one way to show kindness or support others. Connect them into a chain and hang in the classroom.</li> </ul>	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <b>"Families" by Shelley Rotner and Sheila M. Kelly</b> A simple nonfiction picture book that celebrates all types of families: big, small, adopted, same-gender parents, etc.</li> <li>2. <b>"Love Makes a Family" by Sophie Beer</b> A vibrant, joyful book that illustrates that what really makes a family is the love they share, regardless of structure.</li> <li>3. <b>"It's OK to Be Different" by Todd Parr</b> A colorful book that promotes diversity and accepting others for who they are.</li> <li>4. <b>"Julian Is a Mermaid" by Jessica Love</b> A gentle story about self-expression, identity, and acceptance.</li> </ol> <p><b>Materials and Resources:</b></p>

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	<p><b>6.1.2.CivicsPI.1</b> – <i>Describe roles of people in the school and community, including how they work together to resolve conflict and promote equality.</i></p>	<ul style="list-style-type: none"> <li>● <b>Activity 3: “All About Me &amp; What Makes Me Proud”</b> Students complete a short writing or drawing about something that makes them proud of who they are.</li> <li>● <b>Activity 4: Celebrate Community Poster</b> Collaboratively create a class poster titled “Everyone Belongs Here” with drawings and messages about inclusion and respect.</li> <li>● <b>Class Discussion Participation</b> – Observe understanding of family diversity and acceptance.</li> <li>● <b>Portrait and Writing Activities</b> – Review student drawings and writing for understanding and effort.</li> <li>● <b>Exit Ticket:</b> “One way I can show respect for others is...”</li> <li>● <b>Kindness Chain Participation</b> – Evidence of empathy and inclusive thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Mentor texts or video read-alouds</li> <li>● Chart paper and markers</li> <li>● Construction paper, crayons, scissors, glue</li> <li>● “All About Me” or “Our Classroom Family” templates</li> <li>● Kindness pledge worksheet</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>Storyline Online</b> – Read-alouds of relevant books</li> <li>● <b>PBS Kids – Arthur’s “Different Families” episode</b></li> <li>● <b>Common Sense Media</b> – Family diversity book lists</li> <li>● <b>BrainPOP Jr.</b> – Kindness and empathy videos</li> <li>● <b>YouTube</b> – <i>Love Makes a Family</i> or <i>It’s OK to Be Different</i> read-alouds</li> </ul>
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)