Unit 2 - Communities

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 2**
Length: **November - December**
Status: **Published**

NCS 2nd grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

A community is where we live, work and play

Enduring Understanding

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities (6.1.4.D.11)

Essential Questions

What is a community?

What takes place in a community?

What are the different types of communities?

Skills

Skills & Activities include but not limited to:

List places you pass on your way to school where you know people live, work and play

Determine how local and state communities have changed over time, and explain the reasons for changes

Design a mural to represent a community

Label key features of a rural, urban and suburban community

Create a classroom culture quilt

Working in a group, develop own community on a large sheet of paper

Learning Targets include but not limited to:

There are places where we can live, work and play in our community

Personal, family and community history is a source of information ofr individuals to learn about the people and places around them

Urban, rural and suburban communities have different features

Standards

Includes but not limited to:

SOC.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
SOC.6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

Assessments

Performance Tasks

Quizzes & Tests

Classroom Participation

Teacher Observation

Anecdotal notes

Questioning strategies

Peer/Self reviews

Presentations

Group Discussions

Classwork

Projects

Resources/Instructional Materials

Social Studies Alive

BrainPop

Scholastic News

Cultural Holidays

Whoever You Are, Mem Fox

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness

- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.