Belvidere Cluster Wide  
Social Studies Curriculum  
2nd Grade  
Updated November, 2018

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

**Interdisciplinary Connections**

- English Language Arts  
- Mathematics  
- Science/ Next Generation  
- Technology  
- Visual and Performing Arts

<table>
<thead>
<tr>
<th>Technology Standards and Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>iPads</td>
</tr>
<tr>
<td>Online resources</td>
</tr>
<tr>
<td>Interactive SmartBoard activities</td>
</tr>
</tbody>
</table>

NJSLA Technology

8.1.2.A.2  
Create a document using a word processing application.

8.1.2.A.4  
Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1  
Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1  
Collaborate with peers by participating in interactive digital games or activities.

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

**CAREER EDUCATION**

(NJDOE CTE Clusters)

- Education & Training  
- Finance  
- Information Technology  
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Global Awareness  
- Financial, Economic, Business and Entrepreneurial Literacy  
- Civic Literacy  
- Health Literacy  
- Environmental Literacy  
- Creativity and Innovation  
- Critical Thinking  
- Problem Solving  
- Communication  
- Collaboration  
- Information Literacy  
- Media Literacy  
- ICT (Information, Communication and Technology) Literacy
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

<table>
<thead>
<tr>
<th>Integrated Accommodations and Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Education</strong></td>
</tr>
<tr>
<td>- Printed copy of board work/notes provided</td>
</tr>
<tr>
<td>- Additional time for skill mastery</td>
</tr>
<tr>
<td>- Assistive technology</td>
</tr>
<tr>
<td>- Behavior management plan</td>
</tr>
<tr>
<td>- Center-Based Instruction</td>
</tr>
<tr>
<td>- Check work frequently for understanding</td>
</tr>
<tr>
<td>- Computer or electronic device utilization</td>
</tr>
<tr>
<td>- Extended time on tests/ quizzes</td>
</tr>
<tr>
<td>- Have student repeat directions to check for understanding</td>
</tr>
<tr>
<td>- Highlighted text visual presentation</td>
</tr>
<tr>
<td>- Modified assignment format</td>
</tr>
<tr>
<td>- Modified test content</td>
</tr>
<tr>
<td>- Modified test format</td>
</tr>
<tr>
<td>- Modified test length</td>
</tr>
<tr>
<td>- Multiple test sessions</td>
</tr>
<tr>
<td>- Multi-sensory presentation</td>
</tr>
<tr>
<td>- Preferential seating</td>
</tr>
<tr>
<td>- Preview of content, concepts, and vocabulary</td>
</tr>
<tr>
<td>- Reduced/shortened written assignments</td>
</tr>
<tr>
<td>- Secure attention before giving instruction/directions</td>
</tr>
<tr>
<td>- Shortened assignments</td>
</tr>
<tr>
<td>- Student working with an assigned partner</td>
</tr>
<tr>
<td>- Teacher initiated weekly assignment sheet</td>
</tr>
<tr>
<td>- Use open book, study guides, test prototypes</td>
</tr>
<tr>
<td>- Cubing activities</td>
</tr>
<tr>
<td>- Exploration by interest</td>
</tr>
<tr>
<td>- Flexible grouping</td>
</tr>
<tr>
<td>- Goal setting with students</td>
</tr>
<tr>
<td>- Jigsaw</td>
</tr>
<tr>
<td>- Mini workshops to re-teach or extend skills Open-ended activities</td>
</tr>
<tr>
<td>- Think-Pair-Share</td>
</tr>
<tr>
<td>- Varied supplemental materials</td>
</tr>
</tbody>
</table>

| **ELL**                                    |
| - Allowing students to correct errors (looking for understanding) |
| - Teaching key aspects of a topic          |
|   Eliminate nonessential information      |
|   Using videos, illustrations, pictures,  |
|   and drawings to explain or clarify      |
| - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student’s learning |
| - Allowing students to correct errors (looking for understanding) |
| - Allowing the use of note cards or open-book during testing |
| - Decreasing the amount of work presented or required |
| - Having peers take notes or providing a copy of the teacher’s notes |
| - Modifying tests to reflect selected objectives |
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

**At Risk**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic
- Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student’s learning
- Allowing students to select from given choices
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher’s notes
- Marking students’ correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- Using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

**Gifted and Talented**
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects
- Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

**504**
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
Grade 2

Unit #1 Governing the People
Content Area: Social Studies
Course(s): Social Studies
Time Period: 1st Marking Period
Length: 40 days
Status: Published

Enduring Understanding
Government and its citizens from communities/countries.

Essential Questions
What is the purpose of governments?
What are the responsibilities of a citizen?

NJ Student Learning Standards

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

SOC.6.1.4.A.11 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

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

SOC.6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.

Are aware of their relationships to people, places, and resources in the local community and beyond.

Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

Civics, Government, and Human Rights

Instructional Activities

"Being a good citizen"- use Pebblego to reinforce why responsibility and respect are key components of being a good citizen. Make a poster to illustrate how to show respect and be responsible in school, at home, and in your community.

Use a venn diagram to explain the similarities and differences of how our government and classroom operate.

Why was the "Declaration of Independence " written? /Who wrote it?/

Do a mach election/ candidate representation, speeches/

Graph the results of the election.

Make a puzzle connecting all of the parts of the local, state, and national government.

Compose a flip booklet of America's Symbols and landmarks. (Washington Monument, Lincoln Memorial, Statue of Liberty) Explain their significance.

How are laws created:


Discovery Ed video: This Is Our: Government

City Hall Tour website http://www.hud.gov/kids/ch/ch3s_intro. html

Activities & worksheets:

http://commoncore2012.homestead.com/Grade_Level_Files/Second/SocialStudies/Q1/Resources/CG1_Sec ond_Grade_Government_and_Leadership_Unit.pdf

Interdisciplinary Connections

Language Arts- Children write a paragraph about what they would do if they became president. (brainstorm and discuss all of the jobs of the president)

Students can participate in a shared research project, using trade books and online resources, to learn about a particular president.

Children will read trade books associated with a particular topic with a partner.

Math- Graph the results of the election you had in class.

Assessments:

Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader's Theater:
**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand ___________ and can explain it (e.g., thumbs up). - I do not yet understand ___________ (e.g., thumbs down). - I’m not completely sure about ___________ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like _______________ because _______________________________________.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

http://www.graphic.org/concept.html

**Benchmark:**
ELA Research based benchmark

**Summative:**
End-of-marking period assessment/ Performance task
Culminating Learning Project
End-of-year Assessment

**Alternative:**
Portfolio
Role play
Conferences
Concept Map
Learning Centers
Demonstration station
**Texts and Resources**

Texts:
- Will You Sign Here, John Hancock?
- Shh! We’re Writing the Constitution by Jean Fritz
- "House Mouse, Senate Mouse" by Peter W. Barnes
- "Yes We Can! A Salute to Children from President Obama's Victory Speech" (Scholastic)
- "The Statue of Liberty" by Lucille Recht Penner
- "The Story of Liberty" by Mitzi Simons
- "My Flag"/ Newbridge
- "Lincoln Memorial"/ Zaner-Bloser
- "Symbols of America"by Etta Johnson
- America's Symbols"by Judith Bauer Stamper
- Pebblego.com

**Unit #2 Cultural Heritage/ Colonial Times to Today/ Families**

Content Area: Social Studies

Course(s): Social Studies

Time Period: 2nd Marking Period

Length: 40 days

Status: Published

**Enduring Understanding**

Generations of families, past to present, and their culture contributes to our multi diverse society.

**Essential Questions**

Why are families important?
How are cultures and traditions different around the world?
How do these differences affect society?

**NJ Student Learning Standards**

SOC.6.1.4.D.CS6 American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.

SOC.6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

SOC.6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

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

SOC.6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

SOC.6.1.4.D.CS4 The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.

SOC.6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

SOC.6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

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

SOC.6.3.4 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

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

SOC.6.3.4.CS1 Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
Instructional Activities

Discuss reasons why students might move to a new town and why the colonists left England to move to America.

Develop knowledge of the voyage of the Mayflower—Students complete a writing activity identifying what they would bring with them to the New World and why.

You Lived In Colonial Times Classbook Venn diagram to compare Sarah Morton to Samuel Eaton and/or Venn diagram to compare Sarah Morton to self or Samuel Eaton to self

Partner Prediction Activity- How could Native Americans have helped the settlers? Read about Squanto, focusing on the food, environment, clothing and shelter. Students identify the Native Americans who would have interacted with the Jamestown/Plymouth settlers.

Students read, "Popcorn" by Tomie dePaola. They make popcorn and write a list of how this crop was a building block for the Wampanoag and the Pilgrims.

Read about and discuss Thanksgiving traditions. Timeline of events leading to First Thanksgiving.

Students celebrate Thanksgiving by making butter and popcorn. (science experiment- liquid to solid)

Family Tree and Culture Project: https://www.teacherspayteachers.com/Product/Family-Heritage-and-Culture-Project-Family-Tree-and-Interview-1572289

Unit Projects- Students acknowledge their heritage background and share holiday traditions that come from that country. Learn songs and make a cookbook of recipes that come from different countries.

Students match pictorial representations of cultural differences, food, clothing, songs etc. with the people and country they represent

Using a blank map printout of the 13 original colonies, the children label, color, and cut into a puzzle.

Using a star, students identify the traditions that are part of the holiday, Hanukkah.

Students make posters depicting the traditions and cultures from different countries for holidays that stem from these regions. We will use them for our International Feast.

Interdisciplinary Connections

Art: Children make Kachina Dolls and compare them to the dolls of Pilgrim children.

Language Arts: Read, :"The Legend of the Indian Paintbrush", read and discuss the differences of members in the same society. Write and paint picture messages from Native American tribes.

Using a map printout students label the 13 original colonies; compare and contrast to what the USA looks like today.

Use a globe/map to identify where the students ancestors came from and label their locations. Science-Liquid/Solid experiment to make butter.

Assessment

Formative:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”
**Inside-Out Circle:** Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs.

**Reader’s Theater:**

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand ______________ and can explain it (e.g., thumbs up). - I do not yet understand ________________ (e.g., thumbs down). - I’m not completely sure about ________________ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like _______________ because ___________________________________________________.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

http://www.graphic.org/concept.html

**Additional Formative**

Teacher made written assessment.

Unit Projects- Students acknowledge their heritage background and share holiday traditions that come from that country. Learn songs and make a cookbook of recipes that come from different countries. Students match pictorial representations of cultural differences, food, clothing, songs etc. with the people and country they represent.

**Benchmark:**

ELA Research based benchmark

**Summative:**

End-of-marking period assessment/ Performance task

Culminating Learning Project

End-of-year Assessment
Alternative:
Portfolio
Role play
Conferences
Concept Map
Learning Centers
Demonstration station

Texts and Resources

Read Aloud Books:
"Squanto’s First Thanksgiving"
"The Legend of the Indian Paintbrush" by Tomie dePaola
"Popcorn"
"The First Thanksgiving"
"If You Lived in Colonial Times" by Ann McGovern
"Christmas Around the World" by Lankford
"Together for Kwanzaa" by Juwanda
"The Story of Hanukkah" by David Adler
"The Legend of the Poinsettia" retold by Tomie dePaola
If You Lived in Colonial Times- A. McGovern
Sarah Morton’s Day- K. Waters
Scholastic Samuel Eaton’s Day- K. Waters/Scholastic
On the Mayflower/ If You Sailed on the Mayflower/ Video- The Mayflower Voyagers
Squanto-Pilgrim Adventure /Squanto Biography/ Eastern Woodland Indians Video-
www.Mayflowerhistory.com/passenger
http://www.socialstudiesforkids.com/subjects/holidays.htm
Pebblego.com (Families, Customs Around the World, Holidays, Long Ago and Today)
http://www.census.gov/schools/pdf/materials/cis_lesson_k4US.pdf
http://studenthandouts.com/01-Web-Pages/BSA/201406/thirteen-original-colonies-primary-map
worksheet.htm
www.eduplace.com
13 original colony song: https://www.youtube.com/watch?v=jpC3ghfsiqI

Unit #3 Our World, Exploring Geography

Content Area: Social Studies
Course(s): Social Studies
Time Period: 3rd Marking Period
Length: 40 days
Status: Published

Enduring Understanding

Land formations and bodies of water can be viewed on different types of maps, and are useful in different ways. Some locations are more suited for settlements.

NJ Learning Standards

SOC.6.1.4.A.CS9 The world is comprised of nations that are similar to and different from the United States.
SOC.6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B Geography, People, and the Environment
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.CS3 The physical environment can both accommodate and be endangered by human activities.

SOC.6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

**Essential Questions**

How is location relative to us?

**Instructional Activities**

Students listen to “Hungry Kid” poem, complete comprehension questions, and create own map. Reproducible map activities from books and online

Explore maps and globes and create a Venn Diagram for them. Put out various maps and globes and have students identify the features of each, creating their own understanding

Recognize how a legend relates to the location of a place; utilize a legend to locate landforms: http://web.compton.k12.ca.us/pages/departments/curriculum/pdf/2ndgradessunit2.pdf

Identify country, continent, ocean, and boundary- Create an imaginary country Traveling Flat Stanley and Flying Cow projects

"Read Me on the Map" – Students then complete activity to identify their house, number, town, state and country

Locate children's school, community, state and country on a map or globe; use maps to identify direction points: http://www.edutopia.org/naturemapping-lesson-maps-directions-coordinates

Use maps to understand population, create maps of a fictional town to reinforce community;

Recognize absolute and relative location; understand ideas about civic life and government;

http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons_K-3.aspx#Grade2

Know the absolute and relative location of a community and places within it:

http://www.census.gov/schools/pdf/materials/cis_lesson_k4US.pdf

Make a variety of maps; then determine they are suited for a settlements

**Interdisciplinary Connections**

Collect and represent information about objects or events in simple graphs.

Write what it would be like to live in a particular area. Their writing needs to reference to the natural resources/landforms/bodies of water in that area. Does it/does it not support a settlement?

**Assessment**

**Formative:**

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

Inside-Out Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader’s Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of
performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand____________ and can explain it (e.g., thumbs up). - I do not yet understand ____________ (e.g., thumbs down). - I’m not completely sure about ____________ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like ________________ because _______________________________________________.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

http://www.graphic.org/concept.html

**Benchmark:**
ELA Research based benchmark

**Summative:**
End-of-marking period assessment/ Performance task
Culminating Learning Project
End-of-year Assessment

**Alternative:**
Portfolio
Role play
Conferences
Concept Map
Learning Centers
Demonstration station

**Texts and Resources**

pebblego.com
Dr. Jean songs www.superteacherworksheets.com/landforms
http://world-geography-games.com/
Unit #4 Famous Leaders of America

Content Area: Social Studies
Course(s): Social Studies
Time Period: Ongoing
Length: 40 days
Status: Published

Enduring Understanding

The roles of historical leaders and their contributions have affected American history.
Essential Questions

Why is leadership important?
What characteristics make a good leader?
How did contributions made by leaders change the direction of American history?

NJ Student Learning Standards

SOC.6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

Instructional Activities

Students work in pairs. They choose a famous leader and read about his/her contributions. They use a graphic organizer to display the characteristics of this person. In addition, they make a poster or diorama to depict a contribution.

To introduce the genre, pose the question, “What do all these books have in common?” Give each child a biography and allow them time to read, browse, and explore before changing books with a classmate.

Continue several times so students have books to compare.

Generate a list of features of a biography. Students may compare to How-to or other nonfiction writing.

Brainstorm a list of historical figures. Allow students time to explore several people before deciding on a person to study (Allows for differentiation according to reading level)

Students brainstorm questions they want to know about their historical figure (place of birth, date of birth, places lived, life as a child, what made them famous, how they made a difference, and interesting facts)

Students use a graphic organizer with guiding questions to help them collect research Students use resources to answer questions about their historical figure.

Create a class timeline for a figure. Students design a presentation about their historical figure and his/her contributions. Possible formats: -Living Wax Museum- Students dress up as figure and orally present information to parents, classmates, and others -
Shoebox Project- Students decorate a shoebox about the person including items of significance to the person.

Explain the importance of the items chosen to display- Share with class -Biography Cube- Students create a cube with specific information about the figure on each side- Explain and present to class -
Powerpoint/Prezi Presentation: Students use technology to explain significant items about their figure.

Students ask questions of their peers, make connections to their own research, and link biographic information about their figures.

Through research and presentation options, students identify the significance of their historical figure and their impact on history (Teacher should be sure to address this during the question portion of the presentations)

President’s Day Activities -Students read about Abraham Lincoln, George Washington, My Teacher for President, etc. and discuss the contribution of each specific president and all leaders.

See Living Wax Museum and other presentation ideas Students complete timeline or final book project.

View “Holiday Facts & Fun: Martin Luther King Day, 2nd ed.” or read Young Martin Luther King or other nonfiction books.

Have students create their own written dreams extending the message MLK.

Interdisciplinary Connections

Student uses Pebblego.com and trade books to research the contributions of a particular famous American. A written report/slide show can be made to present this information.
Assessment

Formative:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

Inside-Out Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader’s Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand___________ and can explain it (e.g., thumbs up). - I do not yet understand ____________ (e.g., thumbs down). - I’m not completely sure about ____________ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _______________ because ________________________________________.

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

http://www.graphic.org/concept.html

Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period assessment/ Performance task
Culminating Learning Project
End-of-year Assessment

**Alternative:**
- Portfolio
- Role play
- Conferences
- Concept Map
- Learning Centers
- Demonstration station

**Texts and Resources**

Pebblego.com Scholasticnews.com http://www.njamistadcurriculum.net/history/
youtube/ George Washington for Kids/Rosa Parks for Kids/ Abraham Lincoln for kids
brainpopjr.com
Read Aloud Books:
"Abe Lincoln's Hat" by Martha Brenner
"George Washington and the General's Dog" by Frank Murphy
"A Picture Book of Martin Luther King" by David Adler
Easy Reader Biographies Scholastic Series
Heinemann Interactive library
First Biographies- Pebble Books
Rookie Biographies Scholastic Series
Young Martin Luther King
Follow the Drinking Gourd
My Teacher for President
The Flag We Love- Pam Munoz Ryan
Lives and Times Heinemann

**Unit #5 Citizenship/Diversity**

**Content Area:** Social Studies
**Course(s):** Social Studies
**Time Period:** Ongoing
**Length:** 40 days
**Status:** Published

**Enduring Understanding**

It is important for individuals to understand cultural differences in order to live in a diverse world.

**Essential Questions**

Why is diversity necessary to a country?

**NJ Student Learning Standards**

SOC.6.1.4.D.CS8 Prejudice and discrimination can be obstacles to understanding other cultures.
SOC.6.3.4.CS2 Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
SOC.6.1.4.A Civics, Government, and Human Rights
Instructional Activities

Examine the historical significance of oppression on minorities: Black History month; Martin Luther King; Holocaust; Bullying
Discuss effects of adversity and tolerance on societal outcomes: Abraham Lincoln: Gettysburg Address/Civil War; Rich/poor: http://www.tolerance.org/activity/how-use-chicken-soup-classroom
How music divides and unites: http://www.tolerance.org/activity/stay-mix-music
The impact of different resources on student achievement: http://www.tolerance.org/activity/thats-not-fair
Bullying: http://www.tolerance.org/activity/bullying-tips-students
Blind/visually impaired: http://www.tolerance.org/activity/bringing-sight-sightless
Unit Projects- Students acknowledge their heritage background and share holiday traditions that come from that country.
Learn songs and make a cookbook of recipes that come from different countries
Classroom heritage fair, each child brings something from his/her own heritage and has to be prepared to tell others about it.
Cultural awareness bulletinboard: http://www.ilovethatteachingidea.com/ideas/020207_cultural_awareness_bulletin_board.htm Discuss family contributions throughout the generations
Identify family relationships
Recognize cultural heritage and explore how this has positively impacted our society

Interdisciplinary Connections

Math/art: make a graph of the number of different cultures; make a collage
LAL: Write a rap of how to get along with others; develop a list of rules for being fair to others; write a
paragraph of what it would be like to have a disability or belong to a minority
Social Studies/art: make a flag  http://www.ilovethatteachingidea.com/ideas/032404_clap_three_times.htm
Classroom heritage fair

Assessment

Formative:
A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

Inside-Out Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader’s Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand___________ and can explain it (e.g., thumbs up). - I do not yet understand ____________ (e.g., thumbs down). - I’m not completely sure about ____________ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like ____________ because _________________.

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

http://www.graphic.org/concept.html
**Benchmark:**
ELA Research based benchmark

**Summative:**
End-of-marking period assessment/ Performance task
Culminating Learning Project
End-of-year Assessment

**Alternative:**
Portfolio
Role play
Conferences
Concept Map
Learning Centers

Teacher made written assessments/ teacher observations/ quick pair share buddy discussions/ rubric projects, research project and presentation of set project.

Students match pictorial representations of cultural differences, food, clothing, songs etc. with the people and country they represent.

**Texts and Resources**

http://www.tolerance.org/activity/happy-birthday
http://familydiv.org/
http://www.tolerance.org/category/level/grades-1-2
http://www.teacherplanet.com/grade-level/grade-two

**Literature:**
Everett Anderson’s Friend, Lucille Clifton
Alexander Who Used to Be Rich Last Sunday, Judith Viorst
Rosa Parks: Fist Biography, Lola M. Schaefer
“About Feeling Jewish”
Jean Little

Kate wants to feel Jewish and goes to her friend, Emily, for help. Emily’s suggestion to read some Jewish books seems to do the trick—for both of them.


A Shelter In Our Car
Monica Gunning

Lens: Race, Immigration, Age and Class


“An Unlikely Friendship” Sue

Carloni

Lens: Ability

This story tells the tale of how Sarah and Natalie became friends. Sarah, both new to class and in a wheelchair, sits at the desk next to Natalie. At first, Natalie has some trouble getting over Sarah’s appearance and limitations, but with some help from her teacher and Sarah’s aide, she discovers a great, new friend waiting for her.

“Chicken Soup: A Russian Tale of Giving”
Irina Starovoytova
Lens: Class
As the tsar travels across the countryside in disguise, he meets two very different families and learns about the different people living in his land—and about what motivates them.


“Crocodile and Ghost Bat Have a Hullabaloo: An Australian Tale of Name-Calling” Jeff Sapp
Lens: Community
Although carefully planned at twilight so all animals can attend, things go terribly wrong during this walkabout. The group creates such a terrible hullabaloo that Namarrkun, the lightning man, is forced to show his strength.


“Eat, My Fine Coat!”
Barbara Walker
Lens: Class
Which are you more likely to notice: a person’s character or his or her clothing? The Hoca, a Turkish lord, has a witty response when the latter is true at a dinner he attends after a day of hard work.


“Hot, Hot Roti for Dada-Ji”
F. Zia and Ken Min (illustrator)
Lens: Race, Immigration, Ethnicity, Language and Age

“How the World Came to Be”
Anita Ganeri
Lens: Religion
These creation myths, from two different cultures, consider how the world came to be.


*Mama Played Baseball*
David Adler
Lens: Gender
With her husband away fighting in World War II, Amy’s mother gets a job playing baseball in the first professional women’s league.


*My Name Was Hussein*
Hristo Kyuchukov
Lens: Race and Ethnicity, Religion
Hussein, the narrator of *My Name Was Hussein*, lives in Bulgaria. His Muslim family takes great pride in their religion and traditions. But soldiers soon arrive in their village and force all of the Muslims to adopt Christian names, thereby inhibiting their freedom and identities.


“Old Joe and the Carpenter: An Appalachian Tale of Building Bridges”
Pleasant L. DeSpain
Lens: Community
Are material possessions more important than friendship? Should you act on the impulse to get back at someone who hurts you? Will you let pride get in the way of your friendship? This tale about bridges brings these questions to the fore.

Kelly Starling Lyons
Lens: Race and Ethnicity, Gender
Based on a personal experience, this story is told from the perspective of a little girl whose father takes her to the Million Man March, where she sees and hears the tears, happiness and chants of African-American men banding together for a common purpose.

“Papalotzin and the Monarchs: A Bilingual Tale of Breaking Down Walls”
Rigoberto González
Lens: Immigration
When a wall is built between the Great North and the Great South, nothing can pass by it, not the clouds or the wind or even the monarch butterflies. When both sides begin to suffer, Papalotzin, Royal Butterfly, breaks down the Great Wall.

“Raspberries! An American Tale of Cooperation”
Mary Newell DePalma
Lens: Ability
With only one wing, the little bird cannot fly to the raspberry patch with her brothers. As luck would have it, she meets a little dog, a chipmunk and a frog who all work together to get across the street to the raspberry patch.

“Sometimes”
Rebecca Elliott
Lens: Ability
Toby and Clemmie love each other very much. Sometimes Clemmie has to go to the hospital though, and it can be scary. Luckily, Toby and Clemmie know how to make the best out of every situation—even ones that involve a trip to the hospital.

“Supriya’s Bowl: A Buddhist Tale of Giving”
Uma Krishnaswami
Lens: Class
This story speaks of the importance of giving. When hard times fall on his land, Buddha reaches out to the wealthy, asking them to help feed the poor. The rich people grumble and refuse until a young, well-to-do girl steps forward and offers to take her bowl house to house to be filled for those less fortunate than herself. Supriya succeeds, and many in the land fill her bowl and their own to give to the poor.

“The Blind Man and the Hunter: A West African Tale of Learning From Your Mistakes” Hugh Lupton
Lens: Ability
In this tale, a blind man teaches a hunter to see things in a different light and learn from his mistakes.

“The Clever Boy and the Terrible, Dangerous Animal: An Afghan Tale of Fear” Idries Shah
Lens: Community
A clever boy teaches villagers that they should not be afraid of something just because they have never seen it before.
“The Emerald Lizard: A Guatemalan Tale of Helping Others”
Pleasant L. DeSpain
Lens: Class
Brother Pedro meets Juan on a dusty road and sees that the man is very troubled. The priest helps Juan secure medicine for his sick wife. After many years, a prosperous and happy Juan travels to help Brother Pedro, yet it is Pedro who shows Juan another miracle.

“The Fiery Tail: A Chinese Tale of True Beauty”
Hua Long
Lens: Class
The Peacock Fairy needs to choose an apprentice, but all of the peacocks look alike. To stand out, most of them decide to add things to their feathers. Little Peacock doesn’t follow suit, and his actions catch the Peacock Fairy’s attention.

“The Fighting Mynahs”
Leslie Ann Hayashi
Lens: Class
A story from Hawaii about how it’s better to share and cooperate than squabble and fight.

“The Prince and the Rhinoceros: An Indian Tale of Speaking Kindly”
Toni Knapp
Lens: Community
A prince and his pet rhinoceros have a special friendship. He showers her with kind words until one day he lets the thought of gold interfere with their bond.

“The Rat’s Promise: A Tale From the Fipa People of Zambia”
UNICEF
Lens: Community
This tale about a hunter and a rat exemplifies the importance of showing kindness to others even when it is unlikely they will be able to return the favor.

“The Three Billy Goats Gracious”
Jennifer Holladay
Lens: Community
A retelling of “The Three Billy Goats Gruff,” this story puts a cooperative twist on the traditional Norwegian tale.

“This Little Light of Mine”
Harry Dixon Loes and E. B. Lewis
Lens: Race and Ethnicity
In addition to holding a key place in American folk and gospel music, “This Little Light of Mine” has significance as an anthem of the civil rights movement. In this book, E. B. Lewis’ illustrations give further depth to Harry Dixon Loes’ lyrics.

“What Is Talmud? A Jewish Tale Set in Medieval Germany”
Nina Jaffe and Steve Zeitlin
Lens: Gender, Religion
This story introduces the Talmud, an important book in the Jewish faith that contains the ideas and teachings of hundreds of rabbis. A father reads a story from the Talmud to his daughter, and they talk about its meaning.
Why Frogs and Snakes Never Play Together: A Pourquoi of Prejudice

A chance meeting of a frog family and a snake family in the woods allows wonderful new friendships to be made. Later, when the siblings tell their parents about their new friends, they are told never to play together again. Find out why in this easy-to-produce play that teaches about the serious topic of prejudice.