

Long Beach Island Consolidated School District Curriculum Guide

Grade: 2

Content Area: Social Studies

Introduction:

Students in Second Grade Social Studies will complete three units that introduce citizenship, economics, heritage, culture, communities, and geography. Students will research their own heritage and cultural background. All Social Studies units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Original Adoption: October 23, 2018
Revised On: July 1, 2019
Revised By: A. Ferrer

Recommended Pacing Guide	
Unit 1: Citizenship & Economics	55 Days
Unit 2: Heritage & Culture Within History	55 Days
Unit 3: Communities & Geography	55 Days

Unit 1: Citizenship & Economics	Duration: 55 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **6.1 U.S. History: America in the World:** All students will acquire 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.
- **6.3 Active Citizenship in the 21st Century:** 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.

New Jersey Student Learning Supporting Standards:

- 6.1.4.A.1- 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.
- 6.1.4.A.3- Determine how “fairness”, “equality”, and the “common good” have influenced change at the local and national levels of United States government.
- 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.
- 6.1.4.A.8- Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy made at each level.
- 6.1.4.B.5- Describe how human interaction impacts the environment in New Jersey and the United States.

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- 6.1.4.C.1- Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2- Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.3- Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4- Describe how supply and demand influence price and output of products.
- 6.1.4.C.5- Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.6- Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.7- Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.1.4.C.8- Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.C.9- Compare and contrast how access to and use of resources affects people across the world differently.
- 6.1.4.C.10- Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.C.11- Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.3.4.A.1- Evaluate what makes a good rule or law.
- 6.3.4.A.2- Contact local officials and community members to acquire information and/or discuss local issues.
- 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.
- 6.3.4.A.4- Communicate with students from various countries about common issues of public concern and possible solutions
- 6.3.4.C.1- Develop and implement a group initiative that addresses an economic issue impacting children.

Primary Interdisciplinary Connections:

Reading:

- RI.2.1- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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- RI.2.5- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8- Describe how reasons support specific points the author makes in a text.
- RI.2.10- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

- WI.2.8- Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.2.1- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
- SL.2.4- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

Language Standards

- L.2.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

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Social Studies Skills:

- **Chronological Thinking**
 - Place key historical events and people in historical eras using timelines.
 - Explain how the present is connected to the past.
- **Presentational Skills**
 - Use evidence to support an idea in a digital, oral and/or written format.
 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
8.1.2.F.1: Use geographic mapping tools to plan and solve problems.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can

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help a person achieve personal and professional goals.

- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Student responses during whole class and small group discussions
- Discussions
- Turn and talks
- Thumbs up/ thumbs down
- Whiteboard answer card
- Exit Slips
- Checklists
- Open Ended Questions
- Student Self-Evaluation (e.g. Today I learned...I need to work on...)

Alternative Assessments:

- Project
- Portfolio
- Group Assignments
- Writing Assignments

Summative Assessments:

- Presentations or Projects
- Unit Tests

Benchmark Assessments:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

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Knowledge & Skills

Enduring Understandings:

- Laws are rules people in a community must follow.
- A good citizen is a member of the community who helps others.
- People work to earn money.
- A tax is money that people pay to a community to pay the workers for what they do.
- Volunteers do important jobs without getting paid.
- Needs are things people must have in order to live, like shelter. Wants are things that people would like to have but do not need in order to live.
- Goods are things that are made or grown.
- A service is something that people do for others.
- A producer makes or grows goods to sell and a consumer uses the goods. We are all consumers.
- A factory is a building where things are made.
- Trade is when we give something and then get something back. Different countries trade using various routes.
- Technology is an advantage that makes things faster, easier, or better.

Essential Questions:

- Why do people work?
- What is a tax and what is it used for?
- What is a volunteer?
- What are needs and wants?
- What are goods and services?
- What are producers and consumers?
- What is a factory?
- What is trade?
- What is technology?
- What are laws?
- What is a good citizen?
- How can I see growth in our community over time by looking at changes in the way people work, live, and govern themselves?

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Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Studies Weekly
- Scholastic News

Technology:

<http://www.harcourtschool.com/ss1/Grade2/grade2.html>
<https://newsela.com/>
<http://interactivesites.weebly.com/communities.html>,
www.unitedstreaming.com "Community Rules and Laws"
www.scholastic.com
www.lessonplanet.com
www.socialstudiesforkids.com
www.apples4theteacher.com
www.brainpop.com
www.primarygames.co
<http://bensguide.gpo.gov/k-2/symbols/index.html>
<http://mhschool.com>

Varied Levels of Text:

- Arthur Meets the President by Marc Brown
- We the Kids: The Preamble to the Constitution of the United States by David Catrow
- Vote! by Eileen Christelow
- The Voice of People: American Democracy in Action by Betsy Maestro
- Miss Nelson is Missing by Harry Allard & James Marshall
- Rules and Laws by Ann Kishel
- A Busy Day at Mr. Kang's Grocery Store by Alice K. Flanagan
- Madlenka by Peter Sis
- Joseph Had a Little Overcoat by Simms Taback
- Click Clack Moo: Cows that Type by Doreen Cronin
- Trashy Town by Andrea Zimmerman
- The Story of Ruby Bridges by Robert Coles
- Tales of Uncle Remus: The Adventures of Brer Rabbit by Julius Lester

Modifications/Accommodations

English Language Learners:

- Provide vocabulary in English and Spanish when possible
- Place value on the languages and cultures of students
- Encourage parent and family involvement
- Provide clear and specific directions
- Peer teaching
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

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Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan (Time; Environment; Materials; Specific Disabilities)
- Use an amplifier when possible
- Allow flexible seating (standing desk)
- Highlight key information
- Shorten assignments if needed
- Break up long assessments
- Read information on tests out loud
- Scribe for written assignments if needed
- Give clear sets of directions

Students at Risk of Failure:

- Ensure child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Peer teaching
- Do not penalize for late or missing assignments/materials
- Allow students to have personal possessions and property in school
- Give choice to provide a sense of control
- Maintain the child's privacy

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Offer several alternatives from which all students can choose. Assignments to write about a summer vacation, conduct a backyard science project, construct a family tree, or bring in a baby picture can be impossible for an economically disadvantaged child
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences
- Use a variety of classroom strategies that strengthen social and emotional skills
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Telling true stories of hope about people to whom students can relate

Culturally Diverse:

- Allocation of more resources to involve parents who are non-native English speakers
- Familiarize themselves with the values, traditions, and customs of various cultures; and learn the migratory conditions specific to each of their students' families.
- Collaborate with language professionals and ESL teachers
- Base academic expectations on individual ability rather than on stereotypical beliefs.
- Peer teaching
- Establish a positive connection with parents
- Promote positive images of various cultures and backgrounds.

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- Provide real world connections and emphasize the value of education
- Provide social/emotional support
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning

Unit 2: Heritage & Culture Within History

Duration: 55 Days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **6.1 U.S. History: America in the World** 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.
- **6.3 Active Citizenship in the 21st Century** 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.

New Jersey Student Learning Supporting Standards:

- 6.1.4.A.3- Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.A.9- Compare and contrast the responses of individuals and groups, past and present, to violations of fundamental rights.
- 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.
- 6.1.4.A.11- Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.D.15- Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4.D.16- Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.17- Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.20- Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.4.D.1- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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Primary Interdisciplinary Connections:

Reading:

- RI.2.1- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
- RI.2.4- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI 2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or Describe.
- RI.2.9- Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

- WI.2.2- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- WI.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- WI.2.8- Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.2.1- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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- SL.2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 36 for specific expectations.)

Social Studies Skills

- **Chronological Thinking**
 - Place key historical events and people in historical eras using timelines.
 - Explain how the present is connected to the past.
- **Critical Thinking**
 - Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- C: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- D: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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8.1.2.D.1: Develop an understanding of ownership of print and nonprint information.

21st Century Themes/Career Readiness:

- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Student responses during whole class and small group discussions
- Discussions
- Turn and talks
- Thumbs up/ thumbs down
- Whiteboard answer card
- Exit Slips
- Checklists
- Open Ended Questions
- Student Self-Evaluation (e.g. Today I learned...I need to work on...)

Alternative Assessments:

- Project
- Portfolio
- Group Assignments
- Writing Assignments

Summative Assessments:

- Presentations or Projects
- American Symbols Packet
- Unit Tests

Benchmark Assessments:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

Essential Questions:

- What is discrimination?

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<ul style="list-style-type: none"> ● Stereotyping and prejudice can lead to conflict using examples from past and present. ● Dr. Martin Luther King and other civil rights ● Activists served as catalysts to inspire change for future generations. ● Negative mindsets can lead to negative actions. ● All people are equal, capable and deserve respect. ● All people deserve respect. ● Some people have been treated unfairly. ● The negativity of our past should not continue into our future. ● We can learn from all people. ● America is representative of various cultures and traditions. 	<ul style="list-style-type: none"> ● What is prejudice? ● Why do we have conflict? ● Who were Dr. Martin Luther King & other black Americans? ● Why are Dr. King and other black Americans important to our country? ● Why is George Washington the father of our country? ● How did Abe Lincoln change our country's view on slavery? ● What is the history behind your family's traditions? ● How are traditions are traditions from different cultures similar and different?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Studies Weekly Resources ● Scholastic News <p>Technology:</p> <p>http://www.harcourtschool.com/ss1/Grade2/grade2.html</p> <p>https://newsela.com/</p> <p>www.brainpopjr.com</p> <p>www.humbleisd.net/site/Default.aspx?PageID=26872</p> <p>www.scholastic.com</p> <p>www.lessonplanet.com</p> <p>www.socialstudiesforkids.com</p> <p>www.apples4theteacher.com</p> <p>www.brainpop.com www.primarygames.com</p> <p>www.holidayzone.com</p>	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <u>Teammates</u> ● <u>Free at Last: The Story of Martin Luther King</u> ● <u>Follow the Drinking Gourd</u> by Jeanette Winter ● <u>I am Rosa Parks</u> ● <u>Ruby Bridges Goes to School</u> ● <u>Martin's Dream</u> ● <u>Who was Anne Frank?</u> by Ann Abramson ● <u>The Keeping Quilt</u> by Patricia Polacco ● <u>Labor Day</u> by Carmen Bredeson ● <u>Thanksgiving is for Giving Thanks</u> by Margaret Sutherland and Sonja Lamut ● <u>What is Thanksgiving?</u> by Michelle Medlock Adams ● <u>In November</u> by Cynthia Rylant ● <u>A Picture Book of Martin Luther King, Jr.</u> by David A. Adler ● <u>Martin Luther King,</u>
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Jr. by Pam Parker

- George Washington's Breakfast by Jean Fritz
- Celebrating Presidents' Day by Kimberly Jordano
- Presidents' Day by David F. Marx
- Memorial Day by Jacqueline S. Cotton
- Memorial Day Surprise by Theresa Golding
- Independence Day by Trudi Strain Trueit
- The Fourth of July Story by Ashley Dagless

Modifications/Accommodations

English Language Learners:

- Provide vocabulary in English and Spanish when possible
- Place value on the languages and cultures of students
- Encourage parent and family involvement
- Provide clear and specific directions
- Peer teaching
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan (Time; Environment; Materials; Specific Disabilities)
- Use an amplifier when possible
- Allow flexible seating (standing desk)
- Highlight key information
- Shorten assignments if needed
- Break up long assessments
- Read information on tests out loud.
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- Give clear sets of directions

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Students at Risk of Failure:

- Ensure child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Peer teaching
- Do not penalize for late or missing assignments/materials
- Allow students to have personal possessions and property in school
- Give choice to provide a sense of control
- Maintain the child's privacy

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Offer several alternatives from which all students can choose. Assignments to write about a summer vacation, conduct a backyard science project, construct a family tree, or bring in a baby picture can be impossible for an economically disadvantaged child
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences
- Use a variety of classroom strategies that strengthen social and emotional skills
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- Telling true stories of hope about people to whom students can relate

Culturally Diverse:

- Allocation of more resources to involve parents who are non-native English speakers
- Familiarize themselves with the values, traditions, and customs of various cultures; and learn the migratory conditions specific to each of their students' families.
- Collaborate with language professionals and ESL teachers
- Base academic expectations on individual ability rather than on stereotypical beliefs.
- Peer teaching
- Establish a positive connection with parents
- Promote positive images of various cultures and backgrounds.
- Provide real world connections and emphasize the value of education
- Provide social/emotional support
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning

Unit 3: Communities & Geography

Duration: 55 days

Standards/Learning Targets

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New Jersey Student Learning Focus Standards:

- **6.1 U.S. History: America in the World** 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.
- **6.3 Active Citizenship in the 21st Century** 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.

New Jersey Student Learning Supporting Standards:

- 6.1.4.B.2- Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 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.
- 6.1.4.C.1- Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2- Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations
- 6.3.4.A.4- Communicate with students from various countries about common issues of public concern and possible solutions
- 6.3.4.B.1- Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Primary Interdisciplinary Connections:

Reading

- RI 2.1- Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- RI 2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text
- RI 2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI 2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI 2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI 2.7 - Explain how specific images (e.g., a diagram showing how a machine

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works) contribute to and clarify a text.

- RI 2.8 - Describe how reasons support specific points the author makes in a text.
- RI 2.10- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

- W 2.8- Recall information from experiences or gather information from provided sources to answer a question

Speaking & Listening

- SL 2.1- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL 2.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL 2.4- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL 2.5 - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL 2.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

Language

- L 2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L 2.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Social Studies Skills

- **Spatial Thinking**
 - Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- **Critical Thinking**
 - Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)

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- **Presentational Skills**

- Use evidence to support an idea in a digital, oral and/ written format.
- Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- C: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- D: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
8.1.2.D.1: Develop an understanding of ownership of print and nonprint information.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can

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<p>help a person achieve personal and professional goals.</p> <ul style="list-style-type: none"> ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observations ● Student responses during whole class and small group discussions ● Discussions ● Turn and talks ● Thumbs up/ thumbs down ● Whiteboard answer card ● Exit Slips ● Checklists ● Open Ended Questions ● Student Self-Evaluation (e.g. Today I learned...I need to work on...) 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Project ● Portfolio ● Group Assignments ● Writing Assignments
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Presentations or Projects ● Natural Resources Poster ● Unit Tests 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-Year SGO ● End of Year SGO

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● A community is a place where people live, work, and have fun together. ● A neighbor is someone who lives in the same neighborhood. ● There are suburban, rural, and urban areas. ● People adapt to their environment in different ways to create communities. ● Community members have civic responsibilities. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is a community? ● What are neighbors? ● What different kinds of communities are there? ● How do people shape a community? ● How are communities different/similar? ● How can I see growth in our community over time by looking at changes in the way people work, live, and govern themselves?
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<ul style="list-style-type: none"> • Community members can make/have notable contributions. • People adapt to, resist or participate in community change. • All communities have important characteristics that help describe daily life (e.g., food, clothing, shelter, businesses, etc.). • All communities rely on institutions to help meet the needs of the people (e.g., police, hospitals, schools, government). • Individuals' local community is part of a larger whole (State, Nation, Continent). 	<ul style="list-style-type: none"> • What town, state, country, and continent do you live in? • Can you find where you live on a map?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Studies Weekly Resources • Scholastic News <p>Technology:</p> <p>http://www.harcourtschool.com/ss1/Grade2/grade2.html</p> <p>https://newsela.com/</p> <p>www.scholastic.com</p> <p>www.lessonplanet.com</p> <p>www.socialstudiesforkids.com</p> <p>www.apples4theteacher.com</p>	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • <u>Town Mouse Country Mouse</u> Jan Brett • <u>A Community</u> Bruce Larkin • <u>Life in a Rural Community</u> Bruce Larkin • <u>Life in a City</u> Bruce Larkin • <u>Different Communities</u> Bruce Larkin • <u>Communities Need Each Other</u> Bruce Larkin • <u>Communities</u> Gail Saunders-Smith • <u>Franklin's Neighborhood</u> by Paulette Bourgeois • <u>Uptown</u> by Bryan Collier • <u>Next Stop Grand Central</u> by Maira Kalman • <u>Town and Country</u> by Alice Provensen and Martin Provensen • <u>Madlenka</u> by Peter Sis • <u>Mei-Mei Loves The Morning</u> by Margaret Tsubakiyama • <u>Grandpa's Corner Store</u> by Dyanne Disalvo-Ryan • <u>Yard Sale!</u> by Mitra Modarressi • <u>Donavan's Word Jar</u> by Monalisa and Hanna, Cheryl Degross
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- Night on a Neighborhood Street by Eloise Greenfield

Modifications/Accommodations

English Language Learners:

- Provide vocabulary in English and Spanish when possible
- Place value on the languages and cultures of students
- Encourage parent and family involvement
- Provide clear and specific directions
- Peer teaching
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan (Time; Environment; Materials; Specific Disabilities)
- Use an amplifier when possible
- Allow flexible seating (standing desk)
- Highlight key information
- Shorten assignments if needed
- Break up long assessments
- Read information on tests out loud.
- Scribe for written assignments if needed
- Give clear sets of directions

Students at Risk of Failure:

- Ensure child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Peer teaching
- Do not penalize for late or missing assignments/materials
- Allow students to have personal possessions and property in school
- Give choice to provide a sense of control
- Maintain the child's privacy

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Offer several alternatives from which all students can choose. Assignments to write about a summer vacation, conduct a backyard science project, construct a family tree, or bring in a baby picture can be impossible for an economically disadvantaged child

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- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences
- Use a variety of classroom strategies that strengthen social and emotional skills
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Telling true stories of hope about people to whom students can relate

Culturally Diverse:

- Allocation of more resources to involve parents who are non-native English speakers
- Familiarize themselves with the values, traditions, and customs of various cultures; and learn the migratory conditions specific to each of their students' families.
- Collaborate with language professionals and ESL teachers
- Base academic expectations on individual ability rather than on stereotypical beliefs.
- Peer teaching
- Establish a positive connection with parents
- Promote positive images of various cultures and backgrounds.
- Provide real world connections and emphasize the value of education
- Provide social/emotional support
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning