

Social Studies 2nd Grade

Joseph C. Caruso School

Full Year

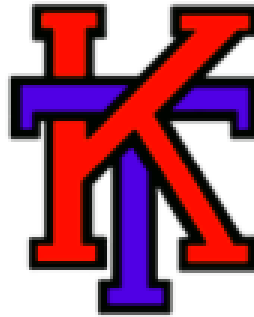


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And so on based on the number of Units.

### **Statement of Purpose**

Students in grade 2 will examine citizenship and their role in the community. Students are introduced to government, examining the roles and responsibilities of government leaders. Throughout the year students will engage in projects, 21st Century skills and hands-on activities while they discuss and address units in citizenship, human rights, government and economy. Various methods of assessments will be used to assess student progress.

### **Summary of the Course**

The course of study is designed to teach students the basic foundations of government, citizenship, geography, economics and history. In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put it in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

# Keansburg School District - Curriculum Guide

## Pacing Guide

Unit	<u>Timeframe</u>	<u>Title of Unit</u>
	# of Blocks/Weeks	
1	Trimester 1 - September - 2 weeks	Families Today and in the Past
2	Trimester 1 - September/October - 3 weeks	Government/Citizenship
3	Trimester 1 - October 2 weeks- Trimester 2 -Holidays Around the World - December 2 weeks	Geography/Maps/Holiday Around the World
4	Trimester 2- February - 4 weeks	Making a Difference
5	Trimester 3 - April - 2 weeks	People Who Supply Our Goods and Services
6	Trimester 3 - June - 2 weeks	Our American Culture

(\*Please try to keep to the format, however it can be revised based on subject/ grade level. For example, # of blocks can be used in place of target start date and end date).

**Unit 1: Families Today and in the Past**

**Summary of the Unit:** This unit will explore how life changes throughout history. The class will discuss the importance of family and community. Students will understand that there are different types of families, and many have their own traditions. Students will also learn about how their family members include their ancestors, whose lives show the past history of the family. The class will understand that learning about their family history may include using primary sources such as letters, and secondary sources, such as artifacts.

**Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:**

**[Chapter 1 Formative and Summative Assessments](#)**

**Summative Assessments: Unit Review/Unit Test (given both in the same day, 20 minutes each)**

**Formative Assessments: Lesson Checks that follow each lesson**

**Alternative Assessments: Quick Activities found in Activity Guide**

**Instructional Materials:**

Savvas My World Interactive Books

My World Activity Guide

Trade books:

What Color Am I (Savvas book) ,

Our Class is A Family by Shannon Olsen

Honoring Our Ancestors by Harriet Rohmer

In Our Mothers' House by Patricia Polacco

Their Great Gift by John Coy

Watch the Stars Come Out by Riki Levinson

Where Did Your Family Come From? by Melvin Berger

Families Are Different by Nina Pellegrini

Around the Table the Grandad Built by Melanie Heuiser

Computer (s), paper, chart paper, markers, paper, pencils, Elmo projector

*\*Please include resource links in the boxes above.*

# Keansburg School District - Curriculum Guide

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Families	2-3 lessons	<p>LESSON 1</p> <p>SWBAT explain what a family is and why families are important.</p> <p>SWBAT describe a community and what makes up a community.</p> <p>SWBAT compare a family to a community.</p> <p>SWBAT explain how members of a family treat and help one another.</p>	<p><a href="#">My World Chapter 1 Online Resources</a></p> <p><b>Chapter 1: My World Lesson 1: Families</b></p> <p>Introduce the Vocabulary: family community responsible</p> <p>Read: My World Work Text Pages 4-7</p> <p>Formative Assessment: Lesson 1 Check: page 7</p> <p>Read Our Class is a Family by Shannon Olsen or watch it on youtube. <a href="https://www.youtube.com/watch?v=cWfPr8Jjq-g">https://www.youtube.com/watch?v=cWfPr8Jjq-g</a></p>	<p><b>NJSLS Social Studies Standards:</b></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <ul style="list-style-type: none"> <li>● 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</li> <li>● 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</li> <li>● 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</li> <li>● 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</li> <li>● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> <li>● 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</li> <li>● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> </ul>
Different Kinds of Families	2 lessons	<p>LESSON 2</p> <p>SWBAT identify ways that families are different.</p> <p>SWBAT discuss the different ways families may be organized.</p> <p>SWBAT explain why immigrant families come to the US and why many want to become citizens.</p> <p>SWBAT define traditions and how they apply to families in the US.</p>	<p><b>Chapter 1: My World Lesson 2: Different Kinds of Families</b></p> <p>Introduce the Vocabulary: extended family generation guardian immigrant citizen tradition</p>	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>

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			<p>Read: My World Work Text Pages 8-13</p> <p>Formative Assessment Lesson 2 Check: page13</p> <p>Read What Color Am I (Savvas book) Discuss Questions to Talk or Write About on page 24.</p>	
Life Then and Now	2-3 lessons	<p>LESSON 3</p> <p>SWBAT explain that families have a history.</p> <p>SWBAT discuss their own personal history.</p> <p>SWBAT compare how things families did and family culture in the past are the same to culture today.</p>	<p><b>Chapter 1: My World Lesson 3: Life Then and Now</b></p> <p>Introduce the Vocabulary: history ancestor culture</p> <p>Read: My World Work Text Pages 16-21</p> <p>Formative Assessment Lesson 3 Check: page 21</p> <p>Students will complete On The Day I Was Born from Activity Guide page 16 to research what was going on in the world on the day they were born.</p>	
Family History	3 lessons	<p>LESSON 4</p> <p>SWBAT define and give examples of primary sources and secondary sources of historical information.</p> <p>SWBAT explain what an artifact is, and give examples.</p> <p>SWBAT discuss how an oral history is created and why it is historically important.</p>	<p><b>Chapter 1: My World Lesson 4: Family History</b></p> <p>Introduce the Vocabulary: primary source artifact oral history secondary source family tree</p> <p>Read: My World Work Text Pages 24-27</p>	

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		SWBAT write questions for an interview with an older family member.	Formative Assessment Lesson 4 Check: page 27  End of Unit AssessmentL Summative Assessments: Unit Review/Unit Test (given both in the same day, 20 minutes each)  Alternative Assessments: Quick Activities found in Activity Guide - page 9 Make a Family Tree	
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*\*The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

### **Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:**

\*Consistent with individual plans, when appropriate.

#### [Suggested Modifications by Grade level](#)

**Students with Disabilities & 504:** Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

**English Language Learners:** Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

**Bilingual:** Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

**Gifted Students:** Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

**RTI:** Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

**Suggested Technological Innovations/ Use:**

[Savvas My World Online Resources](#)

**BrainPop**

**Nearpod**

**National Geographic**

**Epic for Educators**

**Reading A-Z**

**Computer Science and Design Thinking**

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device

**Interdisciplinary Connections & 21<sup>st</sup> Century Connections:**

21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**NJSLS ELA Standards:**

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.2.1a. 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).

SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal

words to signal event order, and provide a sense of closure.

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

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 illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

**NJSLS Career Readiness, Life Literacies and Key Skills:**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

## **Unit 2: Government/Citizenship**

**Summary of the Unit:** Students learn how rules and laws help people and society. This unit is an opportunity for students to learn how along with people's rights, comes responsibility. Students will learn about the three branches of government that make and review laws. The class will also be introduced to the U.S. Constitution and the Bill of Rights and understand that they are the foundation of American civil society.

### **Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:**

#### [Chapter 3 Formative and Summative Assessments](#)

**Summative Assessments:** Unit Review/Unit Test (given both in the same day, 20 minutes each)

**Formative Assessments:** Lesson Checks that follow each lesson

**Alternative Assessments:** Quick Activities found in Activity Guide

#### **Instructional Materials:**

Savvas My World Interactive Books

My World Activity Guide

Trade books:

Why Do We Have to Learn This? Why Can't I Say That? (Savvas books)

Our Government: The Three Branches by Shelly Buchanan

House Mouse, Senate Mouse by Cheryl Shaw Barnes and Peter W. Barnes

Liberty Lee's Tail of Independence by Cheryl Shaw Barnes and Peter W. Barnes

Woodrow, the White House Mouse by Cheryl Shaw Barnes and Peter W. Barnes

Computer (s), paper, chart paper, markers, paper, pencils, Elmo projector

*\*Please include resource links in the boxes above.*

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Citizens Follow Rules and Laws	4-5 lessons	<p>LESSON 1</p> <p>SWBAT define a rule and explain why rules are important.</p> <p>SWBAT describe important rules to follow at home and in school.</p> <p>SWBAT identify some of the rights we have and explain why we need them.</p> <p>SWBAT discuss what consequences are in relation to laws and how courts are used to determine if a law has been broken.</p>	<p><a href="#">My World Chapter 3 Online Resources</a></p> <p><b>Chapter 3 My World Lesson 1 Citizens Follow Rules and Laws</b></p> <p>Introduce the Vocabulary: right law court</p> <p>Read My World Work Text Pages 74-77</p> <p>Formative Assessment Lesson 1 Check Page 77</p> <p>Apply the Skill: Cause and Effect Pages 78-79</p> <p>Watch and discuss the following video <a href="https://www.youtube.com/watch?v=3bwfo9aD5A8">https://www.youtube.com/watch?v=3bwfo9aD5A8</a> watch video <a href="#">Being A Good Citizen</a> (video)</p> <p>Read Why Can't I Say That? (Savvas book) and discuss Questions to Talk or Write About on page 24.</p> <p>Students will write a letter to their local town government making a request for a new park in town. Activity Guide page 45.</p>	<p><b>NJSLS Social Studies Standards:</b></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>
Our Government	2-3 lessons	LESSON 2	<b>Chapter 3 My World Lesson 2: Our Government</b>	

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		<p>SWBAT define a government and describe how the Constitution has set up the US government.</p> <p>SWBAT explain the roles and responsibilities of the president and Congress in the federal government.</p> <p>SWBAT identify the characteristics of the Supreme Court and its role in our government and civil life.</p>	<p>Introduce the Vocabulary: government constitution Congress Vote represent tax Supreme Court</p> <p>Read: My World Work Text Pages 80-84</p> <p>Formative Assessment Lesson 2 Check: page 85</p> <p>Watch and discuss video 3 branches of Government <a href="https://educators.brainpop.com/bp-ir-topic/branches-of-government/">https://educators.brainpop.com/bp-ir-topic/branches-of-government/</a></p> <p>Branches Of Government song, flip book and activities ( See shared folder)</p>	<p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make Rules.</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.6: Explain what government is and its function</p>
Governments Around the World	3 lessons	<p><b>LESSON 3</b> SWBAT explain the ways governments help their citizens</p> <p>SWBAT compare and contrast different forms of government, such as democracies, monarchies, and autocracies.</p> <p>SWBAT describe America's colonial history and how the colonists fought for their freedom from British rule.</p> <p>SWBAT summarize the creation and content of the US Constitution and the Bill of Rights.</p>	<p><b>Chapter 3 My World Lesson 3: Governments Around the World</b></p> <p>Introduce the Vocabulary: Independence colony freedom</p> <p>Read My World Work Text Pages: 86-91</p> <p>Formative Assessment Lesson 3 Check page 91</p> <p>Read Why do We Have to Learn This? (Savvas book) Discuss questions to Talk or Write About on page 24.</p>	

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			Use Activity Guide page 53 to perform a skit on a family scenario.	
Governments Work Together	3 lessons	<p>LESSON 4</p> <p>SWBAT explain how trade and cultural exchange help governments cooperate.</p> <p>SWBAT summarize the history, purpose, and function of the United Nations.</p> <p>SWBAT describe the role of diplomacy and treaties in between nations.</p> <p>SWBAT identify the reasons military force is sometimes used in international conflict.</p>	<p><b>Chapter 3 My World Lesson 4: Governments Work Together</b></p> <p>Introduce the Vocabulary: trade peace</p> <p>Read My World Work Text Pages 94-97</p> <p>Formative Assessment Lesson 4 Check page 97</p> <p>Watch and discuss the following video <a href="https://www.youtube.com/watch?v=A5R6-2m_qHkUtube">https://www.youtube.com/watch?v=A5R6-2m_qHkUtube</a> : Read the text <u>How Full is your Bucket? For kids</u> by Tom Rath and Mary Reckmere</p> <p>End of Unit AssessmentL Summative Assessments: Unit Review/Unit Test (given both in the same day, 20 minutes each)</p> <p>Alternative Assessment: Quick Activity found in Activity Guide - page 47 Plan a Park</p>	

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#### [Suggested Modifications by Grade level](#)

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**Bilingual:** Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

**Gifted Students:** Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

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SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal

words to signal event order, and provide a sense of closure.

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9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems

### Unit 3: Geography/Maps

**Summary of the Unit:** In this unit, students will learn to use maps and globes to help locate places and geographic features. They will study different physical features of the Earth such as landforms and bodies of water. This unit will highlight reasons people may move from place to place for a better life, for a job, to be safe, or other reasons. They will also understand the characteristics of urban, suburban, and rural areas.

#### Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

##### [Chapter 2 Formative and Summative Assessments](#)

**Summative Assessments:** Unit Review/Unit Test (given both in the same day, 20 minutes each)

**Formative Assessments:** Lesson Checks that follow each lesson

**Alternative Assessments:** Quick Activities found in Activity Guide

#### Instructional Materials:

Savvas My World Interactive Books

My World Activity Guide

Trade books:

Me on The Map by Joan Sweeney

Follow that Map by Scot Ritchie

Computer (s), paper, chart paper, markers, paper, pencils, Elmo projector

*\*Please include resource links in the boxes above*

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Use Maps to Locate Places	2 lessons	<p>LESSON 1</p> <p>SWBAT demonstrate map skills by using absolute and relative location.</p> <p>SWBAT locate on a simple letter-number grid system local locations and geographic features.</p> <p>SWBAT interpret map information by using a compass rose and map legend.</p> <p>SWBAT create simple maps, with or without grid.</p>	<p><a href="#">My World Chapter 2 Online Resources</a></p> <p><b>Chapter 2: My World Lesson 1: Use Maps to Locate Places</b></p> <p>Introduce the Vocabulary: relative location absolute location town legend city compass rose</p> <p>Read: My World Work Text Pages 38-43</p> <p>Formative Assessment Lesson 1 Check: page 43</p> <p>Explore videos of various types of maps. <a href="https://jr.brainpop.com/socialstudies/geography/readingmaps/">https://jr.brainpop.com/socialstudies/geography/readingmaps/</a></p>	<p><b>NJSLS Social Studies Standards:</b></p> <p>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data</p> <p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New</p>

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Earth's Land and Water	2 lessons	<p>LESSON 2</p> <p>SWBAT describe Earth's various types of landforms.</p> <p>SWBAT explain the difference among Earth's various water bodies.</p> <p>SWBAT label from memory a simple map of the North American continent.</p> <p>SWBAT describe the shape of Earth as a globe with continents and oceans.</p>	<p><b>Chapter 2: My World Lesson 2: Earth's Land and Water</b></p> <p>Introduce the Vocabulary: landform ocean continent globe</p> <p>Read: My World Work Text Pages 46-51</p> <p>Formative Assessment Lesson 2 Check: page 51</p> <p>Brainpop Jr. Landforms <a href="https://educators.brainpop.com/bp-ir-topic/landforms/">https://educators.brainpop.com/bp-ir-topic/landforms/</a></p> <p>Landforms of NJ interactive activities/printables <a href="https://mrnussbaum.com/new-jersey-interactive-map-and-map-activities">https://mrnussbaum.com/new-jersey-interactive-map-and-map-activities</a></p>	<p>Jersey and the United States.</p> <p>6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p>
Christopher Columbus	2 lessons	<p>SWBAT understand who Christopher Columbus was as an explorer and his journey to discover America.</p>	<p>Nearpod Lesson on Christopher Columbus <a href="https://app.nearpod.com/presentation?pin=3D8A81F205C25303F2ACD74495B38ABF-0">https://app.nearpod.com/presentation?pin=3D8A81F205C25303F2ACD74495B38ABF-0</a></p> <p>Link to the activities for Columbus Day <a href="http://www.theholidayzone.com/columbus/index.html">http://www.theholidayzone.com/columbus/index.html</a></p>	
Where People Live	1 lesson	<p>LESSON 3</p> <p>SWBAT explain the reasons people migrate.</p> <p>SWBAT analyze how a harbor benefits the people who live nearby.</p>	<p><b>Chapter 2: My World Lesson 3: Where People Live</b></p> <p>Introduce the Vocabulary: migrate harbor</p>	

# Keansburg School District - Curriculum Guide

		SWBAT identify the different forms of transportation that people use to move from one place to another.	Read: My World Work Text Pages 52-55  Formative Assessment Lesson 3 Check: page 55	
Our Communities and Resources	2-3 lessons	<p>LESSON 4</p> <p>SWBAT identify and explain the elements of our environment.</p> <p>SWBAT describe the characteristics of cities, suburbs, rural areas and life in each environment.</p> <p>SWBAT compare and contrast basic land use in urban, suburban, and rural environment in our country.</p>	<p><b>Chapter 2: My World Lesson 4: Our Communities and Resources</b></p> <p>Introduce the Vocabulary: environment urban suburb rural</p> <p>Read: My World Work Text Pages 58-63</p> <p>Formative Assessment Lesson 4 Check: page 63</p> <p>Students can fill in a chart of what different types of communities look like and sound like.</p> <p><a href="http://interactivesites.weebly.com/communities.html">http://interactivesites.weebly.com/communities.html</a> <a href="http://www.brainpopjr.com">http://www.brainpopjr.com</a></p> <p>Summative Assessments: Unit Review/Unit Test (given both in the same day, 20 minutes each)</p> <p>Alternative Assessment: Quick Activity found in Activity Guide - page 28 My Family's Place of Origin</p>	
Holidays Around the World	4-5 lessons	SWBAT: to explain and understand that a diverse group of people make up a community.	<p>Brainpop Jr. Winter Holidays</p> <p><a href="http://teacher.scholastic.com/activities/holidays/hanukkah/">Holidayshttp://teacher.scholastic.com/activities/holidays/hanukkah/</a></p>	

## Keansburg School District - Curriculum Guide

		SWBAT identify holidays from other countries and explain their significance.	<a href="http://teacher.scholastic.com/activities/holidays/kwanzaa/">http://teacher.scholastic.com/activities/holidays/kwanzaa/</a>  <a href="http://teacher.scholastic.com/activities/holidays/christmas/">http://teacher.scholastic.com/activities/holidays/christmas/</a>  My Family Winter Holiday Traditions ( See Shared Folder)	
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*\*The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

### **Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:**

\*Consistent with individual plans, when appropriate.

#### [Suggested Modifications by Grade level](#)

**Students with Disabilities & 504:** Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

**English Language Learners:** Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

**Bilingual:** Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

**Gifted Students:** Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

**RTI:** Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

### **Suggested Technological Innovations/ Use:**

[Savvas My World Online Resources](#)

**BrainPop**

**Nearpod**  
**National Geographic**  
**Epic for Educators**  
**Reading A-Z**

**Computer Science and Design Thinking**

- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device

**Interdisciplinary Connections & 21<sup>st</sup> Century Connections:**

21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**NJSLS ELA Standards:**

- 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.2.1a. 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).
  - SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- 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 illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

**NJSLS Career Readiness, Life Literacies and Key Skills:**

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.DC.7: Describe actions peers can take to positively impact climate change

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems

**Unit 4: Making A Difference**

**Summary of the Unit:** During this unit, students will understand what makes someone a hero. They will recognize that a hero is a person who helps others in need, and anyone can be a hero and change the world to make it better. They will identify that a hero can be in any field. In this unit, we will study Black History as well as Women's History.

**Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:**

[Chapter 5 Formative and Summative Assessments](#)

**Summative Assessments:** Unit Review/Unit Test (given both in the same day, 20 minutes each)

**Formative Assessments:** Lesson Checks that follow each lesson

**Alternative Assessments:** Quick Activities found in Activity Guide

**Instructional Materials:**

Savvas My World Interactive Books

My World Activity Guide

Trade books:

At the Supermarket by David Hautzig

Bread, Bread, Bread by Ann Morris

Farming by Gail Gibbons

Ox-Cart Man by Donald Hall

Computer (s), paper, chart paper, markers, paper, pencils, Elmo projector

*\*Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
What Makes a Hero?	1 lesson	LESSON 1 SWBAT recognize the character traits of a hero.	<a href="#">My World Chapter 5 Online Resources</a>	<b>NJSLS Social Studies Standards:</b> 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local

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		<p>SWBAT know what a hero does.</p> <p>SWBAT understand a hero's motivations.</p> <p>SWBAT explain why heroes of the past are important.</p>	<p><b>Chapter 5: My World Lesson 1: What Makes a Hero?</b></p> <p>Introduce the Vocabulary: trait courage risk sacrifice common good</p> <p>Read: My World Work Text Pages 138-141</p> <p>Formative Assessment Lesson 1 Check: page 141</p>	<p>community (e.g., origins of its name, originating members, important historical events and places).</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p>6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>
Heroic Leaders	1 lesson	<p><b>LESSON 2</b></p> <p>SWBAT explain what leaders do to encourage their people to follow them.</p> <p>SWBAT discuss how leaders become heroes to their people.</p> <p>SWBAT identify Abraham Lincoln and what he did that makes him an American hero.</p> <p>SWBAT explain why Sitting Bull and Golda Meir are heroes to their people.</p>	<p><b>Chapter 5: My World Lesson 2: Heroic Leaders</b></p> <p>Introduce the Vocabulary: inspire Civil War reservation</p> <p>Read: My World Work Text Pages 142-145</p> <p>Formative Assessment Lesson 2 Check: page 145</p>	<p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p>
Heroes Who Inspire Change(Amistad/Holocaust)	1 lesson	<b>LESSON 3</b>	<p><b>Chapter 5: My World Lesson 3: Heroes Who Inspire Change</b></p>	

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		<p>SWBAT know some historic examples of civil rights activists and the rights for which they fought.</p> <p>SWBAT identify civil rights activists who worked together against racial inequality.</p> <p>SWBAT identify women's rights activists and their individual contributions.</p> <p>SWBAT recognize the need for worker's rights and activists who fought for them.</p>	<p>Introduce the Vocabulary:</p> <p>civil rights protest race boycott</p> <p>Read: My World Work Text Pages 146-151</p> <p>Formative Assessment Lesson 3 Check: page 151</p>	
Heroes in Science	1 lesson	<p><b>LESSON 4</b> SWBAT explain what an invention is and how inventions benefit the world.</p> <p>SWBAT recognize some life-saving advances in medical science.</p> <p>SWBAT how heroes inspire others to achieve similar things.</p> <p>SWBAT discuss how scientific inventions, discoveries, and experiments extend our understanding of the world.</p>	<p><b>Chapter 5: My World Lesson 4: Heroes In Science</b></p> <p>Introduce the Vocabulary:</p> <p>invention element vaccine experiment</p> <p>Read: My World Work Text Pages 154-159</p> <p>Formative Assessment Lesson 4 Check: page 159</p>	
Heroic Helpers	1 lesson	<p><b>LESSON 5</b> SWBAT explain how and why some heroes help those in need.</p> <p>SWBAT summarize the history and mission of the Red Cross.</p> <p>SWBAT discuss how Florence Nightingale influenced the field of nursing.</p>	<p><b>Chapter 5: My World Lesson 5: Heroic Helpers</b></p> <p>Introduce the Vocabulary:</p> <p>poverty volunteer</p> <p>Read: My World Work Text Pages 162-165</p>	

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			Formative Assessment Lesson 5 Check: page 165	
How We Can Make a Difference	3 lessons	<p>LESSON 6</p> <p>SWBAT recognize that ordinary people who help others can be heroes.</p> <p>SWBAT identify community members, such as artists, and service workers, who help others in need.</p> <p>SWBAT discuss ways you can be a hero who helps people in your community.</p>	<p><b>Chapter 5: My World Lesson 6: How We Can Make a Difference</b></p> <p>Introduce the Vocabulary: first responder</p> <p>Read: My World Work Text Pages 168-171</p> <p>Formative Assessment Lesson 6 Check: page 171</p> <p>What Makes a Hero? Activity Guide page 87. Students will choose 3 people they know that they consider a hero and fill in the blanks.</p> <p>Invite a local hero to the classroom to speak to the class (Police, fire, etc.)</p>	
Black History (Amistad/Holocaust)	2-3 lessons	<p>SWBAT connect events in black history with current life situations.</p> <p>SWBAT Understand how Martin Luther King played an active role in human rights and equality for all.</p> <p>SWBAT Investigate the lives and accomplishments of defenders of human rights (e.g., Martin Luther King, Jr., Paul Robeson, Harriet Tubman)</p>	<p>Read or listen to <u>Amazing Grace</u> by Mary Hoffman <a href="https://youtu.be/AMHkU2Cdxl0">https://youtu.be/AMHkU2Cdxl0</a></p> <p>Read students a class on Martin Luther King, Jr.</p> <p>Complete the Martin Luther King Jr.: Fact or Opinion? worksheet. <a href="http://www.educationworld.com/a_lesson/lesson248.shtml">http://www.educationworld.com/a_lesson/lesson248.shtml</a></p> <p>Use a fill-in-the-blanks worksheet to express their dreams for the world in a format similar to King's speech. <a href="https://www.educationworld.com/a_lesson/02/lp248-04.shtml">https://www.educationworld.com/a_lesson/02/lp248-04.shtml</a></p>	

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Women's History(Amistad/Holocaust)	2-3 lessons	SWBAT Compile characteristics and character traits of women in history and explain their roles in women's history.	<p>Read and discuss Sacajawea explaining her specific character traits  <a href="http://mrnussbaum.com/sacagawea/">http://mrnussbaum.com/sacagawea/</a>  <a href="http://www.ducksters.com/biography/explorers/sacagawea.php">http://www.ducksters.com/biography/explorers/sacagawea.php</a></p> <p>Read and discuss Susan B. <a href="http://www.ducksters.com/biography/susan_b_anthony.php">Anthony Biography</a>  <a href="http://www.ducksters.com/biography/susan_b_anthony.php">http://www.ducksters.com/biography/susan_b_anthony.php</a></p>	
*Presidents day Lincoln and Washington(Amistad/Holocaust)	2-3 lessons	SWBAT: Gain a better understanding of President Lincoln and Washington's effects on history.	<p>Read, discuss and complete Find the Facts of George Washing (Shared Folder)</p> <p>Sort these events in the life of George Washington into the timeline (Shared Folder)  <a href="https://www.education.com/worksheets/second-grade/presidents-day/">https://www.education.com/worksheets/second-grade/presidents-day/</a></p> <p>Complete and Abraham Lincoln timeline (Shared Folder)</p> <p>Watch and discuss Lincoln's Biography  <a href="https://youtu.be/t-8puoM45YM">https://youtu.be/t-8puoM45YM</a></p> <p>Compare and Contrast Lincoln and Washington (Shared Folder)</p> <p>Read "My Abe Lincoln Book" (Shared Folder)</p> <p>Summative Assessments: Unit Review/Unit Test (given both in the same day, 20 minutes each)</p> <p>Alternative Assessment: Quick Activity found in Activity Guide - page 92 Compare Heroes</p>	

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<b>Hero Project</b>	3-4 lessons	SWAT complete a hero project, highlighting somebody in their life that they consider a hero.	<p>Students will brainstorm a list of people in their life and narrow it down to one person they think is a hero.</p> <p>Students will complete Hall of Fame page 90 of the Activity Guide.</p> <p>Classes may want to invite heroes in for a Hero Day.</p>	
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**Nearpod**

**National Geographic**

**Epic for Educators**

**Reading A-Z**

**Computer Science and Design Thinking**

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8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device

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21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**NJSLS ELA Standards:**

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SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

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 illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

**NJSLS Career Readiness, Life Literacies and Key Skills:**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems

## Unit 5: People Who Supply Our Goods and Services

**Summary of the Unit:** In this unit, students will study how people get what they need. They will recognize that people have to make choices about needs and wants because resources are limited. Students will learn about food production and consumption and the methods that have changed over time.

### Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

#### [Chapter 4 Formative and Summative Assessments](#)

**Summative Assessments:** Unit Review/Unit Test (given both in the same day, 20 minutes each)

**Formative Assessments:** Lesson Checks that follow each lesson

**Alternative Assessments:** Quick Activities found in Activity Guide

### Instructional Materials:

Savvas My World Interactive Books

My World Activity Guide

Computer (s), paper, chart paper, markers, paper, pencils, Elmo projector

*\*Please include resource links in the boxes above.*

Keansburg School District - Curriculum Guide

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Needs, Wants, and Choices	1 lesson	<p>LESSON 1</p> <p>SWBAT identify needs and wants and explain the difference between them.</p> <p>SWBAT understand basic economic concepts, such as money and trade.</p> <p>SWBAT recognize that scarcity requires people to make choices.</p>	<p><a href="#">My World Chapter4 Online Resources</a></p> <p><b>Chapter 4 My World Lesson 1: People Who Supply Our Goods and Services</b></p> <p>Introduce the Vocabulary: needs wants choice scarce barter</p> <p>Read: My World Work Text Pages 108-111</p> <p>Formative Assessment Lesson 1 Check: page 111</p>	<p><b>NJSLS Social Studies Standards:</b></p> <p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</p> <p>6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p> <p>6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p>
Food Producers	1 lesson	<p>LESSON 2</p> <p>SWBAT identify producers in communities.</p>	<p><b>Chapter 4: My World Lesson 2: Food Producers</b></p> <p>Introduce the Vocabulary: producers</p>	

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		<p>SWBAT understand the role of farmers.</p> <p>SWBAT compare farmers today with farmers in the past.</p> <p>SWBAT understand how farmers use resources.</p>	<p>harvest</p> <p>Read: My World Work Text Pages 114-117</p> <p>Formative Assessment Lesson 2 Check: page 117</p>	<p>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</p> <p>6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p>6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</p>
Producing and Consuming Goods	1 lesson	<p>LESSON 3</p> <p>SWBAT identify the role of producers, distributors, and consumers providing and using goods and services.</p> <p>SWBAT understand how producers and consumers work together.</p> <p>SWBAT describe the process of getting foods from farm to market.</p>	<p><b>Chapter 4: My World Lesson 3: Producing and Consuming Goods</b></p> <p>Introduce the Vocabulary: goods consumers services process distributors markets</p> <p>Read: My World Work Text Pages 120-123</p> <p>Formative Assessment Lesson 3 Check: page 123</p>	
Challenges Consumers Face	2-3 lesson	<p>LESSON 4</p> <p>SWBAT understand how weather can challenge crop production.</p> <p>SWBAT identify how farmers learned to grow productive crops in new climates.</p>	<p><b>Chapter 4: My World Lesson 4: Challenges Producers Face</b></p> <p>Introduce the Vocabulary: weather drought climate irrigation</p>	

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		SWBAT describe how farmers solve weather problems to grow productive crops.	<p>Read: My World Work Text Pages 1124-127</p> <p>Formative Assessment Lesson 4 Check: page 127</p> <p>Summative Assessments: Unit Review/Unit Test (given both in the same day, 20 minutes each)</p> <p>Alternative Assessment: Quick Activity found in Activity Guide - page 70 Wants and Needs</p>	
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### **Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:**

\*Consistent with individual plans, when appropriate.

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**Bilingual:** Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

**Gifted Students:** Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

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**Suggested Technological Innovations/ Use:**

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**Nearpod**

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**Reading A-Z**

**Computer Science and Design Thinking**

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device

**Interdisciplinary Connections & 21<sup>st</sup> Century Connections:**

21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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- 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.
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- 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 illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

**NJSLS Career Readiness, Life Literacies and Key Skills:**

- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

## Unit 6: Our American Culture

**Summary of the Unit:** This unit will examine how culture is passed down through generations and how the United States has many different cultures. Students will learn the significance of National holidays.

**Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:**

### [Chapter 6 Formative and Summative Assessments](#)

**Summative Assessments:** Unit Review/Unit Test (given both in the same day, 20 minutes each)

**Formative Assessments:** Lesson Checks that follow each lesson

**Alternative Assessments:** Quick Activities found in Activity Guide

### **Instructional Materials:**

Savvas My World Interactive Books

My World Activity Guide

Trade books

When I Was Little by Toyomi Igus

Dear June by Spyung Pak

The Boy with Long Hair by Pushpinder (Kaur) Singh

Coming to America: The Story of Immigration by Betsy Maestro

If your Name Was Changed at Ellis Island by Ellen Levine Immigrant Kids by

Russell Freedman

Grandfather's Journey by Allen

Computer (s), paper, chart paper, markers, paper, pencils, Elmo projector

*\*Please include resource links in the boxes above.*

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
<b>Culture is Our Way of Life (Amistad/Holocaust)</b>	1 lesson	<p>LESSON 1</p> <p>SWBAT understand what makes up a person's culture.</p> <p>SWBAT explain how culture is passed down.</p> <p>SWBAT identify how music and food are important to culture.</p>	<p><a href="#">My World Chapter 6 Online Resources</a></p> <p><b>Chapter 6: My World Lesson 1: Culture is Our Way of Life</b></p> <p>Introduce the Vocabulary: language religion heritage continue</p> <p>Read: My World Work Text Pages 180-183.</p> <p>Formative Assessment Lesson 1 Check: page 183</p>	<p><b>NJSLS Social Studies Standards</b></p> <p>6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p>6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation,</p>
<b>Cultures in Our Country (Amistad/Holocaust)</b>	1 lesson	<p>LESSON 2</p> <p>SWBAT understand why there are many cultures in the US</p>	<p><b>Chapter 6: My World Lesson 2: Cultures in Our Country</b></p> <p>Introduce the Vocabulary:</p>	

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		<p>SWBAT describe how people share cultures in our country.</p> <p>SWBAT how adults pass culture down to their children.</p>	<p>unique diverse parade settled</p> <p>Read: My World Work Text Pages 186-191</p> <p>Formative Assessment Lesson 2 Check: page 191</p>	<p>housing, dietary needs). 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p>
American Stories	1 lesson	<p>LESSON 3</p> <p>SWBAT understand the importance of telling stories from the past.</p> <p>SWBAT distinguish fact from fiction in stories about the past.</p> <p>SWBAT compare and contrast folk tales and tall tales.</p>	<p><b>Chapter 6: My World Lesson 3: American Stories</b></p> <p>Introduce the Vocabulary: fact fiction folk tale tall tale</p> <p>Read: My World Work Text Pages 192-195</p> <p>Formative Assessment Lesson 3 Check: page 195</p>	
American Holidays (Amistad/Holocaust)	2-3 lessons	<p>LESSON 4</p> <p>SWBAT recognize the different reasons for celebrations.</p> <p>SWBAT Identify holidays that honor American heroes.</p> <p>SWBAT understand why we celebrate important people.</p> <p>SWBAT understand how heroes have made a difference in people's lives.</p>	<p><b>Chapter 6 My World Lesson 4: American Holidays</b></p> <p>Introduce the Vocabulary: honor veteran monument</p> <p>Read: My World Work Text Pages 198-203</p> <p>Formative Assessment Lesson 4 Check: page 203</p>	

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			<p>Summative Assessments: Unit Review/Unit Test (given both in the same day, 20 minutes each)</p> <p>Alternative Assessment: Quick Activity found in Activity Guide - page 108 Tell About Your Traditions</p>	
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