Hoboken Public Schools

Social Studies Curriculum
Grade 2

Updated SY 25-26

Social Studies Grade 2

Hoboken: Our City

Course Description:
In this course, students will be provided with opportunities to learn fundamental concepts about geography, citizenship, culture, history, and economics pertaining to their community. This unit of study focuses on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how individuals contribute to the development of the culture through various case studies pertaining to the city of Hoboken and New Jersey. Exploration of the world outside of their homes enables students to realize how the availability of resources and the changing environment impacts their everyday life. Teachers and students will use the *Young Citizens* series to help unpack and dive into the social studies curriculum. In addition, students will begin to understand the significance of cultural transmission in today's global society through the integration of four domains and six elements of social justice. Teachers will utilize critical practices to create learning spaces where academic, social-emotional, and culturally responsive goals are accomplished side by side. Social justice topics pertaining to Hoboken's geography, government, history and economics will be covered in their respective units.

Essential Questions
How do Hoboken residents…
- use geographical resources to identify hoboken and locations within the city?
- identify the influence that geography has on people and where they live?
- recognize the effect people have on their environment?
- define a citizen?
- recognize the importance of participating in local government?
- explain the reason towns/cities have local governments?
- determine the roles and functions of the local government?
- select leaders within their community?
- compare and contrast the ways that their community has progressed over time?
- analyze the effect that people of the past have on their lives today?
- identify why goods and services are important to their community?
- recognize the effect that supply and demand has on their community?
- recognize how to make responsible economic decisions?
- know how families change?
- know how you are part of the school community?
- know what brings changes to a neighborhood?
- know how a town grows?
- know what it takes to make a state?
- know what makes the United States?
- know how people around the world connect?

Pacing Guide Overview
Unit 1: A Case Study of Hoboken's Geography, 20 days
Unit 2: A Case Study of Hoboken's Government, 20 days
Unit 3: A Case Study of Hoboken's Past and Present, 20 days
Unit 4: A Case Study of Hoboken's Economy, 20 days

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Unit 1: A Case Study of Hoboken's Geography
Marking Period 1 September-November

In this unit, students will use the provided resources to explore their local community through the five themes of geography (location, place, human-environment interaction, movement and regions). Geography will continue to be studied through the usage of maps, globes and other materials in which students will be able to accurately locate places within Hoboken, understand how the environment within Hoboken has changed overtime, learn about the major modes of transportation used by people in Hoboken and discover the region in which Hoboken is located. Young Citizens lessons to be taught: Chapters 1 and 2, Chapter 3: Lessons 1 and 4, and Chapter 5: Lesson 1. Social justice topics covered in this unit include cultural equality and gentrification.

This unit of study will be presented through the following **Performance Task**:
Imagine that you are a tour guide for your city. You want to share as much information about Hoboken as possible so that more people will want to come and visit! Your task, as a class, will be to create an informative ABC Book describing the city of Hoboken. The words used for each letter might describe a unique physical feature, the weather, or the people and their traditions in paragraph form. When completed, the book should share with tourists what life is like in Hoboken!
*Performance Task Options: Students can either complete the ABC Book as a class, or work within small groups to complete multiple ABC Books authentic to the information that they researched.

Essential Question(s)	● Where is Hoboken located? ● How does geography play a role in the way a community is formed? ● What effect do people have on their environment? ● How do people change the environment to better suit their needs? ● How do geography, climate, and natural resources affect the way people live and work in Hoboken? ● How do our schools change the community? ● How do families change? ● How are you part of the school community? ● know what brings changes to a neighborhood?

Learning Intentions and Success Criteria	Students will be able to… ● Understand that maps provide information and have special purposes; Locate Hoboken on a map of New Jersey ● Examine the history and origin of Hoboken ● Describe geographic characteristics of Hoboken (using photographs, maps, charts, graphs, etc.) ● Understand the reasons for the movement of people to, from, and within Hoboken ● Understand the importance of changes in transportation and communication to the growth and development of Hoboken ● Understand how a neighborhood grows and changes throughout time. ● Learn that the schools help to grow and change a community. ● Understand how families are part of and help influence our Hoboken community. ● Recognize that a neighborhood is part of a town and that towns include many different neighborhoods. ● Describe events that happened in the past, are happening in the present, and might happen in the future. ● Recognize changes that happen in families. ● Point out ways families differ from other families. ● Demonstrate an understanding that differences make families special. ● Describe components of culture in their own families and in other families. ● Explain why people see events differently. ● Talk about different points of view based on people's feelings and thoughts. ● Demonstrate showing respect for someone. ● Compare and contrast family life in the past and present. ● Explain how life has changed from the past. ● Discuss major technological changes between the past and present. ● Explain that we learn about the past by using primary and secondary sources. ● Explain that interviews help us learn about the past. ● Define community, rule, and school rule. ● Use costs and benefits to explain the outcomes of their choices. ● Explain that a citizen is someone who belongs to a community. ● Define human features and natural features. ● Recognize human and natural features on a map. ● Recognize changes in a neighborhood, using information from a story. ● Sequence information from a story. ● Find specific locations on maps. ● Locate natural features on a map.

	Success Criteria ● Performance Task: ABC Book ● Young Citizen Tasks and Activities ● Being able to identify Hoboken on a map of New Jersey ● Participating and engaging in group discussions and brainstorming ● Creating a visual representation of Hoboken ● Authentic Writing Tasks
Young Citizens	Introduction: How to Use This Book (teacher) Introduction: How to Use This Book (student) Introduction PD Introduction Family Letter Introduction Activity Sheets Glossary Graphic Organizers Program Overview Introduction Group Activity Cards Introduction Digital Resources Assessment Finder Leveled Reader Reference Sheet Leveled Reader Library Emerging Level Leveled Reader Library Approaching Level Leveled Reader Library On Level Leveled Read Library Beyond Level **Chapter 1**: How Do Families Change? ➔ Lesson 1: Families Move ➔ Lesson 2: Families Share ➔ Lesson 3: Families Can Disagree ➔ Lesson 4: Families in the Past ***good for Performance Task** ● Chapter 1 Activity Sheets, Reviews, Tests, and Tools **Chapter 1**: Teacher's Guide **Chapter 1**: Student Book Digital Resources Chapter 1 Group Activity Cards Chapter 1 Answer Keys Chapter 1 _____ **Chapter 2:** How Are You Part of the School Community? ➔ Lesson 1: School Rules ➔ Lesson 2: Decisions in School ➔ Lesson 3: Contributing to School ***good for Performance Task** ● Chapter 2 Activity Sheets, Reviews, Tests, and Tools **Chapter 2**: Teacher's Guide **Chapter 2**: Student Book

	Digital Resources Chapter 2
	Group Activity Cards Chapter 2
	Answer Keys Chapter 2
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	Chapter 3: What Brings Change to a Neighborhood?
	   ➔ Lesson 1: Building a Neighborhood ***good for Performance Task**
	   ➔ Lesson 4: Changes in a Neighborhood ***good for Performance Task**
	
	   ● Chapter 3 Activity Sheets, Reviews, Tests, and Tools
	Chapter 3: Teacher's Guide
	Chapter 3: Student Book
	Digital Resources Chapter 3
	Group Activity Cards Chapter 3
	Answer Keys Chapter 3
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	Chapter 5: What Does It Take to Make a State?
	   ➔ Lesson 1: The Geography of Our State
	
	   ● Chapter 5 Activity Sheets, Reviews, Tests, and Tools
	Chapter 5: Teacher's Guide
	Chapter 5: Student Book
	Digital Resources Chapter 5
	Group Activity Cards Chapter 5
	Answer Keys Chapter 5

Curriculum Development Resources	● Google Maps ● SAMPLE Hoboken Geography Presentation ● Hoboken Historical Museum ● Hoboken Walking Tour ● Hoboken's History: www.thirteen.org ● Hoboken Public Library ● BrainPop Jr. (Reading Maps) ● Map resources, posters, atlases, and other materials to be used, as needed, relevant to the lessons ● Common Sense Media Digital Citizenship Lessons ● Kid Citizen
Digital Citizenship Lessons	Digital Trails That's Private

Curriculum Connections	Teaching Tolerance, Social Justice Standards and Framework Social Justice Book List Amistad ● *Night on a Neighborhood Street* by Eloise Greenfield ● *Bringing the Rain to Kapiti Plain* by Verna Aardema ● *Shop Talk* by Juwanda Ford Holocaust and Anti-Prejudice ● *People* by Peter Spier
Authentic Writing Tasks	● Rising Sea Levels in Hoboken ● Geographical Changes ● Prospective Resident ● Cultural Celebrations ● Gentrification
Assessments	Formative ● Concept Maps ● Assessing Questions and Advancing Questions ● Active Participation/Teacher Observations ● Class Discussions ● Entrance and/or Exit Ticket ● Learning Reflections and Self-Assessment ● Authentic Writing Tasks Summative ● Performance Task: ABC Book ● Unit 1 Assessment ● Benchmark ● Chapter Tests with Young Citizen's Alternative ● Student-Created Rubrics ● Student Learning Summaries/Check-ins ● Differentiated and/or Modified Tasks ● Quiz on information learned about Hoboken ● Oral Report

Standards Addressed
- 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).
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

- 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).
- 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).
- 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- 6.1.2.Geo.HE.1–4: Students examine how people change their environment to meet their needs, how weather and climate influence daily life in Hoboken, and how natural resources and land use shape where people live and work in our city.
- • 6.1.2.Geo.GI.1–2: Students describe how people, goods, and ideas move into, out of, and within Hoboken (e.g., PATH, ferries, buses), and explain how transportation and communication connect Hoboken to the surrounding region.

These standards are taught in lessons on Hoboken's physical and human geography, changes in neighborhoods over time, and modes of transportation, and will be assessed through the ABC Book performance task.

Integrated Accommodations and Modifications
- **Special Education Students**
  - o Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge
  - o Extended time for revisions or opportunity to identify and develop areas of personal interest
  - o Allowing for errors
  - o Partner research
  - o Hands-on materials
  - o Provide access to enlarged / dyslexia-friendly text and chunked text for readability.
- **English Language Learners**
  - o Allowing for errors
  - o Teacher-created resources
  - o Hands-on materials
  - o Partner research
  - o Providing word banks
  - o Offer multilingual and/or bilingual peer or adult support, visuals, and home-language check-ins for English Language Learners.
- **Skills Fragile Students**
  - o Encourage students to make transformations - use a common task or item in a different way
  - o Allowing for errors
  - o Partner research
  - o Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge
  - o Extended time for revisions or opportunity to identify and develop areas of personal interest

- Allow alternative formats for demonstrating mastery (e.g., oral explanation, audio/video recording, illustrated response, labeled diagram) for Special Education, 504, At-Risk, and ELL students.
- **504 Students**
  - Encourage creative expression and thinking by allowing students to choose how to approach a problem and/or assignment
  - Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
- **Gifted & Talented Students**
  - Encourage students to explore concepts in depth and encourage independent studies or investigations
  - Independent student-led research
  - Inquiry-based instruction
  - Variety of higher-level research materials

Integration of 2020 NJSLS Career Readiness, Life Literacies, and Key Skills:
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).9.4.5.TL.5: Collaborate digitally to produce an artifact.
- 9.4.2.DC.1: Describe safe and appropriate choices when using digital tools to explore maps and images of Hoboken.
- • 9.4.2.DC.5 / 9.4.2.DC.6: Explain why personal information should be kept private (passwords, address) when using online maps or classroom devices.
- • 9.4.2.IML.2 / 9.4.2.IML.3: Identify facts from a digital resource (e.g., Google Maps, museum website) and explain why that source helps us learn about Hoboken.

Interdisciplinary Connections

- Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the sources they are exposed to in the classroom; thereby creating multiple connections to English Language Arts and the related arts.

• Math: Interpreting simple map keys, counting blocks/streets, comparing distances.
• ELA: Informational writing and descriptive paragraphs for the ABC Book.
• Visual Arts: Illustration and layout design for ABC Book pages.
• Technology / Media: Using digital maps and local history websites to gather details about Hoboken.

Unit 2: A Case Study of Hoboken's Government
Marking Period 2 November-February

In this unit, students will use the provided resources to explore the workings of their local government. As citizens within their own community, students will understand the importance of becoming well-informed and responsible individuals. They will investigate the importance of diversity in a community, as well as the roles and functions of a government. The concepts of this unit help to promote civic responsibility and help to establish a life-long process of a citizen's role in local government. Students will finish the unit understanding the importance of a government's role within their lives and how they can affect change in their own communities. Young Citizens lessons to be taught: Chapter 4: Lesson 3 and 4, Chapter 5: Lessons 2 and 3, Chapter 6: Lesson 3, and please also utilize Chapter 3: Lesson 1 for reference and review to support this new learning as well as review of Building a Neighborhood which will help support the Performance Task. Social justice topics covered in this unit include diversity within the government.

This unit of study will be presented through the following **Performance Task**:
Imagine that you have been recruited to be a part of the Art, Culture, and Beautification committee for City Hall. As a new committee member, your job will be to illustrate a picture for each member within the Hoboken government and include a role description so that every visitor will know exactly what that member's job duties entail. Keep in mind that your illustration and description will be framed and displayed outside of each government official's office.

Essential Question(s)	- What is a citizen? Why is it important that citizens participate in local government? - Why do towns/cities have local governments? - What are the functions of the local government? - What are the functions of the state government? - What are the functions of the United States government? - How are each function of government town, state, and countrywide different and the same? - What are the roles and duties of local government leaders? - How do we choose leaders in our community? State? Country? - How does a town grow? - What does it take to make a state? - What makes us the United States?

	● What brings changes to a neighborhood?
Learning Intentions and Success Criteria	Students will be able to… ● Understand that governments create, interpret, and enforce laws based on the needs of the community ● Understand why individuals form a government and articulate the services a government provides for them as citizens ● Describe the roles and duties of local government leaders ● Recognize the ways that citizens can be active members of their community ● Describe the roles of government from the town, state, and country levels. ● Define government. ● Give examples of what a government does. ● Name important positions in a town government. ● Compare how people in a town government are chosen. ● Locate places on a map. ● Develop solutions to a problem facing a town government. ● Discuss what services are provided by a city government. ● Give examples of taxes. ● Explain how taxes are used. ● Recognize how towns honor important people and groups. ● Give examples of how to research local history ● Discover local art and literature. ● Locate places where local art and literature might be displayed. ● Recognize holidays celebrated by different cultural groups. ● Recognize that groups of people have conflicts. ● Demonstrate how to resolve these conflicts with kindness, respect, and understanding. ● Give examples of different jobs done by city, state, and federal governments. ● List different responsibilities of state and federal governments. ● Name the three branches of government. ● Describe how the state government is accountable to the people of the state. ● Name ways that citizens participate in government. ● Name important symbols of their own state. ● Analyze how ideas connect people. ● Describe some conflicts that certain groups have faced. ● Name famous and important people. ● Describe how these people helped your state. ● Discuss why powers are divided between the different branches of government. ● Recognize that the U.S. Congress makes laws. ● Tell the roles of the U.S. Congress, the U.S. president, and the judicial branch in writing laws. ● Describe rights and responsibilities of U.S. citizens.

	● Compare and contrast rights and responsibilities.
	● Review:
	    ○ Define human features and natural features.
	    ○ Recognize human and natural features on a map.
	    ○ Recognize changes in a neighborhood, using information from a story.
	    ○ Sequence information from a story.
	    ○ Find specific locations on maps.
	    ○ Locate natural features on a map.

	Success Criteria ● Performance Task: Government Official Posters ● Young Citizen Tasks and Activities ● Being able to identify members of local government ● Being able to identify the roles of members within local government ● Participating and engaging in group discussions and brainstorming ● Authentic Writing Tasks

Young Citizens	Glossary
	Graphic Organizers
	Assessment Finder
	Leveled Reader Reference Sheet
	Leveled Reader Library Emerging Level
	Leveled Reader Library Approaching Level
	Leveled Reader Library On Level
	Leveled Read Library Beyond Level
	
	Chapter 3: What Brings Change to a Neighborhood?
	  ➔ Lesson 1: Building a Neighborhood
	
	  ● Chapter 3 Activity Sheets, Reviews, Tests, and Tools
	Chapter 3: Teacher's Guide
	Chapter 3: Student Book
	Digital Resources Chapter 3
	Group Activity Cards Chapter 3
	Answer Keys Chapter 3
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	Chapter 4: How Does a Town Grow?
	  ➔ Lesson 3: The Government of a Town
	  ➔ Lesson 4: The People of a Town
	
	  ● Chapter 4 Activity Sheets, Reviews, Tests, and Tools
	Chapter 4: Teacher's Guide
	Chapter 4: Student Book
	Digital Resources Chapter 4
	Group Activity Cards Chapter 4

	[Answer Keys Chapter 4](#)
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	Chapter 5: What Does it Take to Make a State?
	   ➔ Lesson 2: The Government of Our State
	   ➔ Lesson 3: The People of Our State
	
	   ● [Chapter 5 Activity Sheets, Reviews, Tests, and Tools](#)
	Chapter 5: [Teacher's Guide](#)
	Chapter 5: [Student Book](#)
	[Digital Resources Chapter 5](#)
	[Group Activity Cards Chapter 5](#)
	[Answer Keys Chapter 5](#)
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	Chapter 6: What Makes Us the United States?
	   ➔ Lesson 3: American Government and Citizens
	
	   ● [Chapter 6 Activity Sheets, Reviews, Tests, and Tools](#)
	Chapter 6: [Teacher's Guide](#)
	Chapter 6: [Student Book](#)
	[Digital Resources Chapter 6](#)
	[Group Activity Cards Chapter 6](#)
	[Answer Keys Chapter 6](#)

Curriculum Development Resources	● [BrainPop Jr.](#) (Local and State Governments) ● Hoboken Historical Museum ● _My Grandma's the Mayor_ by Marjorie White Pellegrino ● _What if Everybody Did That?_ by Ellen Javerick ● [_Working at City Hall_](#) by Lucia Raatma (Get Epic!) ● _Government in Your City or Town_ by Karen Kenney ● Hoboken Public Library ● [Kid Citizen](#)
Digital Citizenship Lessons	[Who Is In Your Online Community](#) [Putting a STOP to Online Meanness](#)

Curriculum Connections	Teaching Tolerance, [Social Justice Standards and Framework](#)
	
	[Social Justice Book List](#)
	• "Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah" – Students discuss how a person with a physical disability became a leader and created change in his community, connecting to fairness, access, and civic responsibility.
	[Amistad](#)
	   ● _A Picture Book of Rosa Parks_ by David Adler
	   ● _If You Lived at the Time of Martin Luther King_ by Ellen Levine

	[Holocaust and Anti-Prejudice](#) ● *Whoever You Are* by Mem Fox ● *The Crayon Box that Talked* by Shane DeRolf
Authentic Writing Tasks	Writing Prompt(s): ❖ [Presidential Changes](#) ❖ [Aliens in Hoboken](#) ❖ [Students as Active Members](#)
	Social Justice Prompt(s): ❖ [Community Improvements](#) ❖ [Diversity in Government](#)
Assessments	Formative ● Concept Maps ● Assessing Questions and Advancing Questions ● Active Participation/Teacher Observations ● Class Discussions ● Entrance and/or Exit Ticket ● Learning Reflections and Self-Assessment ● Authentic Writing Tasks Summative ● Performance Task: Government Official Posters ● Unit 2 Assessment ● Benchmark ● Chapter Tests with Young Citizen's Alternative ● Student-Created Rubrics ● Student Learning Summaries/Check-ins ● Differentiated and/or Modified Tasks ● Quiz on information learned about Hoboken's Government ● Oral Report

Standards Addressed
- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 61.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

- 6.1.2.CivicsPI.6: Explain what government is and its function
- 6.1.2.CivicsCM.1–3: Students explain how citizens show responsibility, respect differences, solve conflicts with kindness, and work together to improve their school and city.

Integrated Accommodations and Modifications
- **Special Education Students**
  o Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge
  o Extended time for revisions or opportunity to identify and develop areas of personal interest
  o Allowing for errors
  o Partner research
  o Hands-on materials
  o Provide access to enlarged / dyslexia-friendly text and chunked text for readability.
- **English Language Learners**
  o Allowing for errors
  o Teacher-created resources
  o Hands-on materials
  o Partner research
  o Providing word banks
  o Offer multilingual and/or bilingual peer or adult support, visuals, and home-language check-ins for English Language Learners.
- **Skills Fragile Students**
  o Encourage students to make transformations - use a common task or item in a different way
  o Allowing for errors
  o Partner research
  o Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge
  o Extended time for revisions or opportunity to identify and develop areas of personal interest
  o Allow alternative formats for demonstrating mastery (e.g., oral explanation, audio/video recording, illustrated response, labeled diagram) for Special Education, 504, At-Risk, and ELL students.
- **504 Students**
  o Encourage creative expression and thinking by allowing students to choose how to approach a problem and/or assignment
  o Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
  o Extended time for revisions or opportunity to identify and develop areas of personal interest
- **Gifted & Talented Students**
  o Encourage students to explore concepts in depth and encourage independent studies or investigations
  o Independent student-led research
  o Inquiry-based instruction
  o Variety of higher-level research materials

- o   Interview a political figure in the community
- o   Use technology to present research obtained about local government

Integration of 2020 NJSLS Career Readiness, Life Literacies, and Key Skills:
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).9.4.5.TL.5: Collaborate digitally to produce an artifact.

Students explore public service careers and civic roles in Hoboken (mayor, council, city departments, cultural affairs, public works, small business owners invited as speakers, walking field trips to City Hall). This work aligns to New Jersey Career Awareness standards in NJSLS 9.2 by helping students identify community jobs, describe the responsibilities of those jobs, and recognize how people work together to solve problems in a town.

Interdisciplinary Connections
- Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the sources they are exposed to in the classroom; thereby creating multiple connections to English Language Arts and the related arts.

• ELA: Opinion/persuasive writing on what makes a good leader and how students can help their community.
• Visual Arts: Government Official Posters (portrait + text design).
• Speaking & Listening: Oral presentation / gallery walk explaining each official's role.
• SEL / Health: Conflict resolution, respect, and kindness in civic spaces.

Unit 3: A Case Study of Hoboken's Past and Present
Marking Period 3 February- April

This unit focuses on the history of Hoboken. Students will analyze and articulate how the Hoboken community has progressed over time. By studying the progression from past to present, students will

learn why Hoboken has changed in certain ways throughout the years, allowing them to feel a deeper connection to their community. Young Citizens lessons to be taught: Chapter 3: Lesson 1 and 4, Chapter 4: Lessons 1 and 2 (while referencing and reviewing Lessons 3 and 4 to support the Performance Task), Chapter 5: Lesson 4 and 5, Chapter 6: Lesson 2, and Chapter 7: Lesson 1. Each of these lessons will provide important information and insight to the Performance Task at hand in this Unit. Social justice topics covered in this unit include Lenni Lenape and ageism.

This unit of study will be presented through the following **Performance Task**:
You have just been hired by the Hoboken Historical Museum as a Youth Historian. Your job duties consist of creating a timeline of events pertaining to Hoboken's history. The Hoboken Historical Museum wants the timeline to be displayed in the Youth department so that when children come to visit, they will be able to see a kid-friendly past and present timeline of events. Be sure to include a clear illustration and detailed description for each major event showing the progression of Hoboken. This activity will be showcased for parents.
*Performance Task Options: Students can either complete the timeline as a class, or work within small groups to complete different parts of the timeline which will be connected as one when complete.

Essential Question(s)	- How do communities change and stay the same? - How have people from the past affected our lives today? - How has Hoboken progressed over the years? - How have changes in Hoboken changed how the town has grown? - What brings changes to a neighborhood? - How does a town grow? - What does it take to make a state? - What makes us the United States? - How do people around the world connect?
Learning Intentions and Success Criteria	Students will be able to… - Compare and contrast the progression of Hoboken from long ago to today - Distinguish between events from the past to the present - Identify the factors that have caused changes in Hoboken overtime - Understand that communities change and stay the same by adapting to the world around them - Understand that every part of a town causes it to change, grow, and adapt to new situations. - Define human features and natural features. - Recognize human and natural features on a map. - Recognize changes in a neighborhood, using information from a story. - Sequence information from a story. - Find specific locations on maps. - Locate natural features on a map. - Recognize changes in a neighborhood, using information from a story - Analyze the impact of technology on neighborhoods. - Explain how past and present events change a community. - Describe how natural disasters affect towns.

	- Analyze the connection between natural disasters and seasons. - Define natural environment. - Examine how humans change the natural environment. - Theorize why humans change the natural environment. - Support their answers with evidence from the text. - Categorize areas as urban, rural, and suburban. - Predict what types of transportation are found in urban, rural, and suburban areas. - Give examples of effects that humans have on the natural world. - Define history as the story of how a person or place has changed over time. - Recognizing a community has a history that changes over time. - Identify American Indians as the first inhabitants of an area in the United States. - Apply appropriate units to a timeline. - Explain what happened to the American Indians when explorers came to the area. - Discover why explorers came to the area. - Summarize how early settlers lived. - Describe changes to the natural environment that support growth in the town. - Discover the types of new businesses needed in a growing town. - Evaluate problems between old and new settlers in a town. - Categorize things that stay the same and things that change in a town. - Define government. - Give examples of what a government does. - Name important positions in a town government. - Compare how people in a town government are chosen. - Locate places on a map. - Develop solutions to a problem facing a town government. - Discuss what services are provided by a city government. - Give examples of taxes. - Explain how taxes are used. - Recognize how towns honor important people and groups. - Give examples of how to research local history - Discover local art and literature. - Locate places where local art and literature might be displayed. - Recognize holidays celebrated by different cultural groups. - Recognize that groups of people have conflicts. - Demonstrate how to resolve these conflicts with kindness, respect, and understanding. - Illustrate how American Indians lived before settlers arrived. - Describe the changes that occurred when settlers came. - Analyze reasons why people move. - Explain how a state honors its past by identifying important monuments and artifacts. - Review the natural resources of your state.

	- Point out jobs that people do in your state. - Explain the relationship between natural resources and jobs. - Discuss what celebrations are held in states. - Recognize what recreational activities are enjoyed in your state. - Recognize the impact of tourism on states. - Recognize that the United States was populated before European explorers arrived. - Describe ways that American Indians lived before European explorers arrived. - Explain that Europeans came to North America to establish colonies. - Locate where European settlers came from and where they settled. - Give examples of challenges settlers faced in the British colonies. - Interpret why the colonies declared independence from Great Britain. - Define cause and effect - Locate natural features of the earth. - Locate the equator and the Northern and Southern Hemispheres. - Explain what climate is. - Discuss how climate affects where people live. - List the countries of North America. - Describe the five physical regions of North America. - Students will identify how weather, flooding, storms, and other natural events can change a community, and describe how people in Hoboken have adapted buildings, transportation, and land use to stay safe. Students will explain why communities plan for the future to protect people, homes, and the environment. (Linked to 6.1.2.Geo.HE.* and New Jersey climate/sustainability expectations for elementary grades.)
	Success Criteria - Performance Task: Youth Historian Timeline - Young Citizen Tasks and Activities - Being able to differentiate between past and present events - Participating and engaging in group discussions and brainstorming - Authentic Writing Tasks
Young Citizens	Glossary Graphic Organizers Assessment Finder Leveled Reader Reference Sheet Leveled Reader Library Emerging Level Leveled Reader Library Approaching Level Leveled Reader Library On Level Leveled Read Library Beyond Level **Chapter 3**: What Brings Change to a Neighborhood? ➔ Lesson 1: Building a Neighborhood ***good for Performance Task** ➔ Lesson 4: Changes in a Neighborhood ***good for Performance Task**

- Chapter 3 Activity Sheets, Reviews, Tests, and Tools

Chapter 3: Teacher's Guide
Chapter 3: Student Book
Digital Resources Chapter 3
Group Activity Cards Chapter 3
Answer Keys Chapter 3_____

Chapter 4: How Does a Town Grow? *good for Performance Task
➔ Lesson 1: The Natural Environment of a Town
➔ Lesson 2: The History of a Town
➔ Lesson 3: The Government of a Town
➔ Lesson 4: The People of a Town

- Chapter 4 Activity Sheets, Reviews, Tests, and Tools

Chapter 4: Teacher's Guide
Chapter 4: Student Book
Digital Resources Chapter 4
Group Activity Cards Chapter 4
Answer Keys Chapter 4
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Chapter 5: What Does it Take to Make a State?
➔ Lesson 4: The Growth of Our State *good for Performance Task
➔ Lesson 5: Our State Today

- Chapter 5 Activity Sheets, Reviews, Tests, and Tools

Chapter 5: Teacher's Guide
Chapter 5: Student Book
Digital Resources Chapter 5
Group Activity Cards Chapter 5
Answer Keys Chapter 5
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Chapter 6: What Makes Us the United States?
➔ Lesson 2: America's Past *good for Performance Task

- Chapter 6 Activity Sheets, Reviews, Tests, and Tools

Chapter 6: Teacher's Guide
Chapter 6: Student Book
Digital Resources Chapter 6
Group Activity Cards Chapter 6
Answer Keys Chapter 6
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Chapter 7: How Do People Around the World Connect?
➔ Lesson 1: Your Place in Our World *good for Performance Task

	● Chapter 7 Activity Sheets, Reviews, Tests, and Tools **Chapter 7**: Teacher's Guide **Chapter 7**: Student Book Digital Resources Chapter 7 Group Activity Cards Chapter 7 Answer Keys Chapter 7
Curriculum Development Resources	● Hoboken Historical Museum ● *A Street Through Time* by Anne Millard ● Hoboken Walking Tour ● Hoboken's History: www.thirteen.org ● Hoboken Public Library ● Kid Citizen
Digital Citizenship Lessons	We the Digital Citizens Let's Give Credit
Curriculum Connections	Teaching Tolerance, Social Justice Standards and Framework *Grade 2 students examine how different groups, including the Lenni Lenape, long-term Hoboken residents, newer residents, elders, immigrants, and activists, helped shape Hoboken. Students also read primary-age texts addressing African American civic leadership (Amistad), anti-prejudice and inclusion (Holocaust/Anti-Bias), intergenerational Asian American family experiences (AAPI), and respect for elders/ageism. We explicitly connect these stories to how our community honors important people and cultures, and why fair treatment and representation matter in our shared history.* Social Justice Book List Amistad ● *The Story of Ruby Bridges* by Robert Coles ● *Africa Dream* by Eloise Greenfield Holocaust and Anti-Prejudice ● *Drawn Together* by Minh Le
Authentic Writing Opportunities	Purposeful Writing Prompt(s): ❖ Past to Present ❖ Time-Honored Traditions ❖ Hoboken in the Future
	Social Justice Prompt(s): ❖ Lenni Lenape ❖ Old and New

Assessments	Formative
	- Concept Maps - Assessing Questions and Advancing Questions - Active Participation/Teacher Observations - Class Discussions - Entrance and/or Exit Ticket - Learning Reflections and Self-Assessment - Authentic Writing Tasks Summative - Performance Task: Youth Historian Timeline - Unit 3 Assessment - Benchmark - Chapter Tests with Young Citizen's Alternative - Student-Created Rubrics - Student Learning Summaries/Check-ins - Differentiated and/or Modified Tasks - Quiz on information learned about Hoboken's Government - Oral Report

Standards Addressed

- 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.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 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.
- 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).
- 6.1.2.Geo.HE.1–4: Students analyze how natural events (flooding, storms) and human choices (development, transportation, construction) changed Hoboken's land use over time.
- • 6.1.2.Geo.GI.1–2: Students explain how movement of people, goods, and ideas helped Hoboken grow (immigration, industry, transit).
- • 6.1.2.CivicsPI.*: Students identify how town leaders and community members responded to needs (services, taxes, safety, honoring important people) and how government decisions shaped Hoboken's growth.

Integrated Accommodations and Modifications
- **Special Education Students**
  - Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
  - Allowing for errors
  - Partner research
  - Hands-on materials
  - Provide access to enlarged / dyslexia-friendly text and chunked text for readability.
- **English Language Learners**
  - Allowing for errors
  - Teacher-created resources
  - Hands-on materials
  - Partner research
  - Providing word banks
  - Offer multilingual and/or bilingual peer or adult support, visuals, and home-language check-ins for English Language Learners.
- **Skills Fragile Students**
  - Encourage students to make transformations - use a common task or item in a different way
  - Allowing for errors
  - Partner research
  - Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
  - Allow alternative formats for demonstrating mastery (e.g., oral explanation, audio/video recording, illustrated response, labeled diagram) for Special Education, 504, At-Risk, and ELL students.
- **504 Students**
  - Encourage creative expression and thinking by allowing students to choose how to approach a problem and/or assignment
  - Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
- **Gifted & Talented Students**
  - Encourage students to explore concepts in depth and encourage independent studies or investigations
  - Independent student-led research
  - Inquiry-based instruction
  - Variety of higher-level research materials
  - Interview a political figure in the community
  - Use technology to present research obtained about Hoboken's past and present

Integration of 2020 NJSLS Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).9.4.5.TL.5: Collaborate digitally to produce an artifact.
- 9.4.2.IML.1 / 9.4.2.IML.2 / 9.4.2.IML.3 / 9.4.2.IML.4: Students locate facts in primary sources and museum materials, compare different accounts of the same Hoboken event, and explain why some sources disagree.
- • 9.4.2.CT.3: Students use different kinds of thinking to solve problems, such as deciding how to show cause and effect on the class timeline or how to include multiple perspectives fairly.

Interdisciplinary Connections
- Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the sources they are exposed to in the classroom; thereby creating multiple connections to English Language Arts and the related arts.

• Math: Reading and building timelines in correct sequence.
• ELA: Narrative / explanatory writing about "then vs. now."
• Research Skills: Using primary sources (photos, interviews, museum artifacts) to gather evidence and compare accounts.
• Science / Sustainability: How weather, flooding, and human choices change environments over time in Hoboken.

Unit 4: A Case Study of Hoboken's Economy
Marking Period 4 April- June

Throughout this unit, students will study how people as consumers make choices based on their wants and needs, and how they can make responsible decisions about the usage of resources, goods, and services. Students will also dive deeper into Hoboken's thriving economy, understanding basic money concepts and how the citizens in their community can affect the economic stability in their area. Young Citizens lessons to be taught: Chapter 7: Lesson 2,3, and 4 (while referencing and reviewing Lesson 1, Your spot in the world to support this new learning and helping to support the performance task at

hand) and please also utilize Chapter 3: Lesson 2 and 3 (while referencing and reviewing Lessons 1 and 4 to support this new learning and helping to support What brings changes to a neighborhood and the performance task at hand) Social justice topics covered in this unit include economic fairness within a city.

This unit of study will be presented through the following **Performance Task**:
Imagine that you are the owner of a small business in Hoboken. One of your duties before opening is deciding what type of business you would like to provide for the citizens in your community and if you plan to supply them with goods or a service. You have to decide on your new business' name and create a poster or pamphlet of your business' goods or services. You will then try to "sell" your business ideas to your classmates. Be sure to answer the following questions:
- *How will your business meet the needs of our community? Explain.*
- *Who will benefit from your business? How do you know?*
- *How will you decide how much money to charge for your service or goods?*
*Performance Task Options: Students can work in groups or pairs for this performance task

Essential Question(s)	- Why are goods and services important to our community? - How do supply and demand affect a community? - How can people and communities make responsible economic decisions? - Who is more important in our economy, the producers or consumers? - How is trading around the world important to Hoboken? - How do people around the world connect? - What brings changes to a neighborhood?
Learning Intentions and Success Criteria	Students will be able to... - Identify needs and wants - Identify goods and services - Understand the roles of producers and consumers - Understand how supply and demand influence the economy - Recognize that people make decisions based on their needs, wants, and availability of resources within their community - Understand that goods and services we use in Hoboken come from places near and far. - Review: - Locate natural features of the earth. - Locate the equator and the Northern and Southern Hemispheres. - Explain what climate is. - Discuss how climate affects where people live. - List the countries of North America. - Describe the five physical regions of North America. - Define and give examples of trade, surplus, exports, and imports. - Describe why nations trade with one another. - Tell how resources vary by community. - Explain why prices go up and down based on supply and demand.

	- Recognize how people change the environment to create trade opportunities. - Determine the importance of communications in trade. - Relate how technology has changed from past to present and how these changes have influenced trade. - Locate Africa on a globe. - Locate Kenya on the continent of Africa. - Indicate physical and political features of Kenya. - Locate Europe on a globe. - Locate Sweden on the continent of Europe. - Indicate physical and political features of Sweden. - Locate Asia on a map and globe. - Locate China on the continent of Asia. - Indicate physical and political features of China. - Determine ways that countries work together. - Explain things that happen when countries disagree. - Employ problem-solving skills to solve an international situation. - Analyze ways that people around the world are connected. - Point out world problems needing international support. - Give an example of how people and organizations work to solve a global problem. - List steps involved with researching a global issue. - Define human features and natural features. - Recognize human and natural features on a map. - Recognize changes in a neighborhood, using information from a story. - Sequence information from a story. - Find specific locations on maps. - Locate natural features on a map. - Give examples of goods, services, consumers, and producers. - Locate where goods and services come from. - Differentiate between wants and needs. - Recognize that different communities have different resources. - Discuss supply and demand. - Analyze how shortage and surplus affect supply and demand. - Demonstrate that workers are paid to provide goods and services to the community - Indicate that people need money/income to pay for basic needs and that they work to earn money. - Describe skills that workers use to earn income. - Illustrate that people use money to buy goods and services that meet their wants and needs. - Discuss four ways that people use their income. - Students will explain that people earn income by working, that income is used to pay for needs and wants, and that saving and spending choices can affect future goals (6.1.2.EconET.4). Students will describe how setting a price for a good or service is related to supply, demand, and fairness to the customer.

	Success Criteria ● Performance Task: Business Owner ● Young Citizen Tasks and Activities ● Being able to describe how citizens of Hoboken contribute to the communities economic society ● Being able to identify ways that people are both producers and consumers ● Being able to explain key vocabulary words such as, goods, services, needs, wants, producers and consumers ● Participating and engaging in group discussions and brainstorming ● Authentic Writing Tasks
Young Citizens	Glossary Graphic Organizers Assessment Finder Leveled Reader Reference Sheet Leveled Reader Library Emerging Level Leveled Reader Library Approaching Level Leveled Reader Library On Level Leveled Read Library Beyond Level **Chapter 3**: What Brings Change to a Neighborhood? **_review parts that you have already taught_** ➔ Lesson 1: Building a Neighborhood ➔ **Lesson 2: Goods and Service in a Neighborhood *good for the Performance Task** ➔ **Lesson 3: Working in a Neighborhood *good for the Performance Task** ➔ Lesson 4: Changes in a Neighborhood ● Chapter 3 Activity Sheets, Reviews, Tests, and Tools **Chapter 3**: Teacher's Guide **Chapter 3**: Student Book Digital Resources Chapter 3 Group Activity Cards Chapter 3 Answer Keys Chapter 3 _____ **Chapter 7:** What Does it Take to Make a State? ➔ Lesson 1: Your Place in the World ➔ **Lesson 2: Trading Around the World *good for the Performance Task** ➔ Lesson 3: Life in Other Countries ➔ Lesson 4: People Around the World ● Chapter 7 Activity Sheets, Reviews, Tests, and Tools **Chapter 7**: Teacher's Guide **Chapter 7**: Student Book Digital Resources Chapter 7

	Group Activity Cards Chapter 7 Answer Keys Chapter 7
Curriculum Development Resources	- Hoboken Historical Museum - Hoboken Public Library - Walking Field Trips to Hoboken Businesses - Business Owners coming to the schools - Google Maps *Lemonade for Sale* by Stuart J. Murphy - BrainPop Jr. (Needs and Wants) - BrainPop Jr. (Goods and Services) - BrainPop Jr. (Saving and Spending) - Kid Citizen
Digital Citizenship Lessons	Device-Free Moments
Curriculum Connections	Teaching Tolerance, Social Justice Standards and Framework Social Justice Book List Amistad *A Chair for My Mother* by Vera Williams Holocaust and Anti-Prejudice *¡Si, Se Puede! Yes, We Can!: Janitor Strike in L.A.* by Diana Cohn
Authentic Writing Opportunities	Purposeful Writing Prompt(s): ❖ Producers vs. Consumers ❖ COVID-19 Economy Challenges
	Social Justice Prompt(s): ❖ Small vs. Large Businesses ❖ Walkable Cities
Assessments	Formative - Concept Maps - Assessing Questions and Advancing Questions - Active Participation/Teacher Observations - Class Discussions - Entrance and/or Exit Ticket - Learning Reflections and Self-Assessment - Authentic Writing Tasks Summative - Performance Task: Business Owner - Unit 4 Assessment - Benchmark

	● Chapter Tests with Young Citizen's Alternative ● Student-Created Rubrics ● Student Learning Summaries/Check-ins ● Differentiated and/or Modified Tasks ● Quiz on information learned about Hoboken's Economy ● Oral Report

Standards Addressed
- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
- 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
- 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 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.
- 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).

Integrated Accommodations and Modifications
- **Special Education Students**
  - o Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge
  - o Extended time for revisions or opportunity to identify and develop areas of personal interest
  - o Allowing for errors
  - o Partner research
  - o Hands-on materials
  - o Provide access to enlarged / dyslexia-friendly text and chunked text for readability.
- **English Language Learners**
  - o Allowing for errors
  - o Teacher-created resources
  - o Hands-on materials
  - o Partner research
  - o Providing word banks
  - o Offer multilingual and/or bilingual peer or adult support, visuals, and home-language check-ins for English Language Learners.
- **Skills Fragile Students**
  - o Encourage students to make transformations - use a common task or item in a different way
  - o Allowing for errors

- o Partner research
- o Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge
- o Extended time for revisions or opportunity to identify and develop areas of personal interest
- o Allow alternative formats for demonstrating mastery (e.g., oral explanation, audio/video recording, illustrated response, labeled diagram) for Special Education, 504, At-Risk, and ELL students.
- **504 Students**
    - o Encourage creative expression and thinking by allowing students to choose how to approach a problem and/or assignment
    - o Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
    - o Extended time for revisions or opportunity to identify and develop areas of personal interest
- **Gifted & Talented Students**
    - o Encourage students to explore concepts in depth and encourage independent studies or investigations
    - o Independent student-led research
    - o Inquiry-based instruction
    - o Variety of higher-level research materials

Integration of 2020 NJSLS Career Readiness, Life Literacies, and Key Skills:
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).9.4.5.TL.5: Collaborate digitally to produce an artifact.
- 9.2 (Career Awareness): Students explore local careers and entrepreneurship by planning their own Hoboken business, meeting local business owners, and observing which jobs and skills help a community's economy.
- • 9.4.2.TL.5 / 9.4.5.TL.5: Students collaborate (including digitally) to create and present a simple advertisement, poster, or pitch for their business idea.

Interdisciplinary Connections
- Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the sources they are exposed to in the classroom; thereby creating multiple connections to English Language Arts and the related arts.

• Math: Pricing goods/services, comparing costs, thinking about income and saving.
• ELA: Persuasive and informational writing ("Why my business helps our community").
• Speaking & Listening: Pitching a business idea to peers.
• Technology / Media: Creating a simple digital or print advertisement for the Business Owner performance task.