New Pathways
HILLSIDE PUBLIC SCHOOLS
New Possibilities

**Social Studies**
Course: Social Studies
Grade 2

**Essential Course Information**
Course Revision
Full Year

## Course Overview

In Grade 2 Social Studies, students explore the importance of families and communities and how people work together to build strong relationships and solve problems. They study people, places, and the environment by learning about geography, landforms, weather, and how people adapt to and change their surroundings. Students also examine how people meet their wants and needs through jobs, goods, services, and trade. Through the study of American culture, students learn about traditions, diversity, national symbols, holidays, and the many contributions people from different backgrounds have made to the United States.

Dr. Gretel Pérez
Acting Superintendent of Schools
Director of Instruction and Curriculum

Curriculum Contributors
Tracy Muldrow
Nicole Lorelli

Board of Education Approval May 21, 2026

Hillside Public School

Grade 2 Social Studies Curriculum

| Table of Contents | |
|---|---|
| **Unit Number** | **Unit Title** |
| Unit 1 | **Family and Community** |
| Unit 2 | **People, Places and Our Environment** |
| Unit 3 | **How Do People Get What They Need?** |
| Unit 4 | **Our American Culture** |

| **Unit 1: Family and Community** | **Grade: 2** | **Pacing: 3 - 40 minute periods per week (9 weeks)** |
|---|---|---|
| This unit focuses on understanding the concepts of family, community, and civic engagement. Students will explore different types of families, their roles within a family, and how families work together to form a community. They will learn about various community helpers and the importance of cooperation and respect within a community. Additionally, students will learn about significant civic events such as the National Day of Service and Remembrance and Election Day, understanding their importance and how they contribute to the community. | | |

**Stage 1 Desired Results**

**New Jersey Student Learning Standards**

| Content Standards | Computer Science and Design Thinking | Career Readiness, Life Literacies, and Key Skills | Interdisciplinary Connections |
|---|---|---|---|
| **Content Standards**<br>**6.1.2.CivicsPI.4:** Explain how all people, not just official | **Standards**<br>**8.1.2.AP.4:** Break down a task into a sequence of steps. | **Standards**<br>**9.4.2.CI.1:** Demonstrate openness to new ideas and | **English Language Arts Standards:** |

| | | | |
|---|---|---|---|
| leaders, play important roles in a community.<br>**6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.<br>**6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.<br><br>**6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.<br>**6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.<br>**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).<br>**6.1.2.Geo.SV.4:** Identify examples of geospatial data | **8.1.5.DA.1:** Collect, organize, and display data to highlight relationships or support a claim. | perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).<br>**9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).<br>**9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).<br>**9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).<br>**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).<br>**9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.<br>**9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture | **RI.CR.2.1** – Ask and answer questions to demonstrate understanding of key details<br><br><u>Social Studies Connection</u>: Students ask and answer questions about families, community roles, and civic events such as Election Day and National Day of Service to show understanding of how communities function.<br><br>**RI.CI.2.2 –** Identify the main topic and focus of specific paragraphs<br><br><u>Social Studies Connection</u>: Students identify the main idea in texts about families, community helpers, and civic responsibilities, such as how people work together in a community.<br><br>**W.IW.2.2 –** Write informative/explanatory texts |

| | | | |
|---|---|---|---|
| (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).<br>**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).<br>**6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.<br>**6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.<br>**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.<br>**6.1.2.EconET.5:** Describe how local and state governments | | and comparing it to the cultures of other individuals<br>**9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts<br>**9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool<br>**9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.<br>**9.4.2.TL.5:** Describe the difference between real and virtual experiences.<br>**9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools<br>**9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts<br>**9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job. | <u>Social Studies Connection</u>: Students write about families, community helpers, and civic engagement by explaining how people contribute to their communities and why cooperation and respect are important.<br><br>**SL.PE.2.1** – Participate in collaborative conversations with peers and adults<br><br><u>Social Studies Connection</u>: Students engage in discussions about social studies topics such as community life, environments, economics, and culture by sharing ideas, asking questions, and responding respectfully to others.<br><br>**Science**<br><br>**K-2-ETS1-1** Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a |

| | | | |
|---|---|---|---|
| make decisions that affect individuals and the community. | | | simple problem that can be solved through the development of a new or improved object or tool.<br>**K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.<br>**Math**<br><br>**2.OA.A.1** – Use addition and subtraction within 100 to solve one- and two-step word problems involving real-life situations of adding to, taking from, and comparing.<br>*Students apply this skill through classroom and community-based scenarios (e.g., comparing groups, solving simple civic or classroom problem-solving situations).*<br><br>**2.MD.D.10** – Draw a picture graph and bar graph with up to four categories and solve simple problems using the data. |

| | | | |
|---|---|---|---|
| | | | *Students support civic learning by collecting and representing data from class surveys (e.g., rules, community helpers, responsibilities) and interpreting results together.*<br><br>**Visual and Performing Arts**<br><br>**1.3.2.D.2** Use symbols to create personal works of art based on selected themes.<br>**1.2.2.A.1** Identify theme-based works of dance, music, theater, and visual art.<br><br>**SEL:**<br>**3C.1** Identify and appreciate the various types of families.<br>**4A.1** Establish and maintain healthy relationships.<br>**4B.1** Use communication and social skills to interact effectively with others. |

| **Vertical Integration**<br>**NJSLS Social Studies (K–2 Grade Band)** | |
|---|---|
| **Prior Learning**<br>**6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.<br>**6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.<br>**6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.<br>**6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.<br>**6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.<br>**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).<br>**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).<br>**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).<br>**6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.<br>**6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives. | **Future Learning**<br>**6.1.5.CivicsPI.1**: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. •<br>**6.1.5.CivicsPI.2:** Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).<br>**6.1.5.CivicsPI.3:** Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.<br>**6.1.5.CivicsPI.4:** Describe the services our government provides the people in the community, state and across the United States. •<br>**6.1.5.CivicsPI.5:** Explain how government functions at the local, county, and state level.<br>**6.1.5.CivicsPI.6**: Distinguish the roles and responsibilities of the three branches of the national government.<br>**6.1.5.CivicsPI.7**: Explain how national and state governments share power in the federal system of government.<br>**6.1.5.CivicsPI.8:** Describe how the United States Constitution defines and limits the power of government.<br>**6.1.5.CivicsPI.9:** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.<br>**6.1.5.CivicsPD.1:** Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. |

| | |
|---|---|
| **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.<br>**6.1.2.EconET.5:** Describe how local and state governments make decisions that affect individuals and the community. | **6.1.5.CivicsPD.2:** Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).<br>**6.1.5.CivicsPD.4:** Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.<br>**6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.<br>**6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.<br>**6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). |

| **ESTABLISHED GOAL** | ***Meaning*** | |
|---|---|---|
| | **ENDURING UNDERSTANDINGS** | **ESSENTIAL QUESTIONS** |
| Students will understand the roles and responsibilities of individuals within families and communities, recognize the importance of diversity, cooperation, and respect, and appreciate the significance of civic engagement through events like the National Day of Service and Remembrance and Election Day. They will develop skills in identifying community helpers, | Students will understand that…<br>● Families provide emotional, social, and physical support, and communities are made up of diverse families who work together to create a supportive environment.<br>● Every member of a family and community has roles and responsibilities that contribute to the well-being and functioning of the group. | ● What does family mean to you?<br>● What is a community?<br>● Why is learning about family important?<br>● What makes a family?<br>● How are families organized?<br>● Who and what are immigrant families?<br>● How are families similar?<br>● How is a timeline created?<br>● What is the National Day of Service and Remembrance? |

<table>
<tr>
<td rowspan="3">creating and using maps, and participating in democratic processes.<br><br>Speaking and Listening:<br>Participate in and propel classroom discussions.</td>
<td>
<ul>
<li>Communities are made up of people from diverse backgrounds and that tolerance, fairness, and respect for others are essential for creating a welcoming and inclusive environment.</li>
<li>Community helpers (such as police officers, firefighters, teachers, and doctors) provide important services that keep the community safe, healthy, and educated.</li>
<li>Participating in Civic events like the National Day of Service and Remembrance and Election Day, are key responsibilities of community members.</li>
</ul>
</td>
<td>
<ul>
<li>What is Election Day, and why is it important?</li>
</ul>
</td>
</tr>
<tr>
<td colspan="2">Acquisition</td>
</tr>
<tr>
<td colspan="2"><u>Students will be able to…(Depth of Knowledge)</u><br>Depth of Knowledge 1: Recall and Reproduction<br><br>● Identify different types of families and community helpers.<br>● Recall facts about the National Day of Service and Remembrance and Election Day.<br>● Define key vocabulary such as family, community, cooperation, voting, and democracy.<br><br>Depth of Knowledge Level 2: Skills and Concepts<br><br>● Explain the roles and responsibilities of family members and community helpers.<br>● Describe the importance of diversity, tolerance, and respect within families and communities.<br>● Use maps to identify physical features and key locations in their community.</td>
</tr>
</table>

| | |
|---|---|
| | ● **Summarize** the significance of the National Day of Service and Remembrance and Election Day.<br><br>**Depth of Knowledge Level 3: Strategic Thinking**<br><br>● **Compare and contrast** different types of families and community helpers.<br>● **Discuss** how cooperation and respect contribute to a strong community.<br>● **Analyze** the roles of community helpers and how they support the community.<br>● **Explain** how participating in civic activities like the National Day of Service and Remembrance and Election Day helps build a sense of community.<br><br>**Depth of Knowledge Level 4: Extended Thinking**<br><br>● **Design** a project that involves acts of service to their community, inspired by the National Day of Service and Remembrance.<br>● **Create** a detailed map of their community, including significant landmarks and community helper locations, and explain its importance.<br>● **Participate** in a mock election and reflect on the experience, discussing its impact on understanding democracy and the importance of voting.<br>● **Develop** a presentation or a class mural depicting the interconnectedness of families, communities, and civic engagement, showcasing what they have learned throughout the unit. |
| **Stage 2 Evidence** | |
| **Evaluative Criteria** | **Assessment Evidence** |
| | ● Pre-assessments of students' prior knowledge in the form of a survey, KWL chart, or writing prompt<br>● Demonstrations/role-playing that verify the knowledge and skills learned |

| | |
|---|---|
| | ● Anecdotal notes<br>● Teacher observations<br>● Journal entry<br>● Class/group discussions<br>● Student/group presentation and projects<br>● Teacher and student created rubrics<br>● Quizzes provided on SAVVAS or similar curricular resource<br>● Chapter test provided on SAVVAS or similar curricular resource<br>● Build a test option included within each SAVVAS chapter-Build a Test or similar curricular resource |
| | Summative Assessment(s):<br>● Family Tree Project: Students create a simple family tree, drawing and labeling their family members. They can present their family tree to the class and explain their relationships.<br>● Community Helpers Poster: Students create a poster about a community helper (e.g., police officer, firefighter, teacher) showing what they do and why they are important. They can include drawings and a brief written description.<br>● Community and Family Quiz: A short quiz with questions about different types of families, roles within a family, and community helpers. Include multiple-choice, true/false, and short-answer questions.<br>● My Community and Family: Students draw a picture of their family and a picture of their community. They then write a few sentences about each drawing, describing who is in their family and what they like about their community<br>● Community Helper Role-Play: In small groups, students role-play different community helpers and their jobs. They can perform a short skit showing what they do in their roles and how they help the community.<br>● Community Map: Students work in groups to create a map of their community, labeling important places like schools, parks, and hospitals. They can also include their homes and discuss why these places are important. |

| | |
|---|---|
| | ● Create a Booklet: Have students create a small booklet about Election Day. They can include pages on what elections are, who can vote, and why voting is important. Encourage them to draw pictures and write simple sentences about what they've learned.<br>● Role Play Voting: Students can role-play different parts of the election process, such as being voters, candidates, or election officials. They can act out a scenario where they decide on a classroom rule or choose a class representative.<br>● Role Play Voting: Students can role-play different parts of the election process, such as being voters, candidates, or election officials. They can act out a scenario where they decide on a classroom rule or choose a class representative.<br>● Match Jobs to Descriptions: Provide students with pictures of different first responders and a set of descriptions of their jobs. Have students match each picture to the correct description. This helps assess their understanding of each role.<br>● Good Citizen Community Poster Rubric (3 Criteria) Identifies a responsibility or rule that supports the community Includes clear visuals and labels Explains ideas orally or in writing with effort and accuracy |
| | Formative Assessment and other evidence:<br><br>● Exit Tickets-At the end of a lesson, ask students to write or draw one thing they learned and one question they still have about the topic.<br>● Think-Pair-Share- Have students think about a question related to the lesson, discuss their thoughts with a partner, and then share their ideas with the class.<br>● Concept Maps-Students create concept maps to show relationships between key concepts from the lesson. This can be done individually or in small groups.<br>● Quick Writes-Give students a prompt related to the day's lesson and ask them to write a few sentences or a short paragraph in response.<br>● Quizzes and Polls- Use short, informal quizzes or online polls to gauge students' understanding of the material.<br>● Four Corners- Ask a question and give four possible answers. Each corner of the room represents one answer, and students move to the corner that represents their choice. Discuss why they chose their answer. |

| | |
|---|---|
| | • Graphic Organizers- Have students use Venn diagrams, T-charts, or other graphic organizers to compare and contrast concepts or organize information.<br>• Journals- Students keep a journal where they regularly write about what they've learned in social studies, reflect on their learning, and ask questions.<br>• Gallery Walks- Students create posters or visual displays of what they've learned and then walk around the classroom to view and discuss their peers' work.<br>• Interactive Notebooks- Students use interactive notebooks to record and organize information. This can include foldables, drawings, and written reflections.<br>• Class Discussions- Engage students in discussions about the lesson. This can be done as a whole class or in small groups.<br>• Peer Assessments- Students assess each other's work using a simple rubric or checklist. This encourages collaboration and self-reflection.<br>• K-W-L Charts- Have students fill out a K-W-L chart (What I Know, What I Want to Know, What I Learned) at the beginning and end of a unit.<br>• Mini-Projects- Assign small projects that require students to apply what they've learned. This can be done individually or in groups. |

**Stage 3 Learning Plan**

Instruction is guided by the New Jersey Student Learning Standards (NJSLS) for Social Studies. The district-approved resource, Savvas *MyWorld Social Studies and Savvas Realize (digital platform)*, are currently used as a primary instructional tool to support the delivery of these standards. Additional supplemental materials are used to enhance instruction and meet student learning needs.

**Scope & Sequence, Units 1-4**

**Savvas myWorld Interactive Curricular Resource:**

**Grade 2 Unit 1 Scope and Sequence – 9 Weeks**
Chapter: Families Today and in the Past

Chapter Opener: Families Today and in the Past
Quest (PBL): Make a Poster – Writing Using Sources

**Week 1**

- Chapter Opener: Families Today and in the Past
- Introduce Quest: Make a Poster
- Mandates: Diversity & Inclusion – family structures vary and all are valued; Amistad – contributions of African American families in communities

**Week 2**

- Lesson 1: Families
- Mandates: Diversity & Inclusion – highlight diverse family roles and traditions; Amistad – African American family life in history and today

**Week 3**

- Lesson 2: Different Kinds of Families
- Mandates: Diversity & Inclusion – celebrate adoptive, multigenerational, blended, LGBTQ+, and disability-inclusive families; Amistad – African American extended family traditions

**Week 4**

- Map and Graph Skills: Interpret Timelines
- Mandates: Amistad – timelines showing African American family and community changes; Diversity & Inclusion – how all groups' family histories evolve

**Week 5**

- Lesson 3: Life Then and Now
- Mandates: Amistad – compare African American family life across eras; Diversity & Inclusion – similarities/differences across cultural groups

**Week 6**

- Literacy Skills: Sequence
- Lesson 4: Family History
- Mandates: Amistad – sequence key events in African American family stories; Diversity & Inclusion – every family's history matters

**Week 7**

- Primary Sources: Photograph – Angel Island

- Mandates: Diversity & Inclusion – immigrant family experiences; Amistad – parallels with African American migration and resilience

**Week 8**

- Readers (family and history texts)
- myWorld Activity Guide
- Mandates: Diversity & Inclusion – family stories across cultures; Amistad – African American authors and perspectives

**Week 9**

- Chapter Closer: Families Today and in the Past
- Spanish Resources
- Quest Presentations: Family posters and histories
- Mandates: Culmination – integrate all mandates (Amistad: African American family history, Diversity & Inclusion: varied family structures, Holocaust Law: valuing all families and rejecting exclusion, Laura Wooten: civic responsibility in honoring family/community heritage)

Sample/suggested resources:

- Digital Public Library of America
- National Archives
- Library of Congress
- PBS Learning Media

- National Geographic Kids/History
- History's Mysteries
- Sweetsearch
- Facing History
- Smithsonian's History Explorer
- www.ygtm.org
- *Honoring Our Ancestors* by Harriet Rohmer
- *In Our Mothers' House* by Patricia Polacco
- *Where Did Your Family Come From?* by Melvin Berger
- *Families Are Different* by Nina Pellegrini
- newsela
- www.commonlit.org
- Graphic Organizers: Canva, HMH

| **Meeting the Needs of Students<br>Overview of Accommodations and Modifications** | | | |
|---|---|---|---|
| **Students with Special Needs** | MLLs | **Students at Risk of School Failure** | Gifted and Talented Students |
| ● IEP/504 for specificities such as the following:<br><br>○ Additional time<br>○ Review directions<br>○ Assist with organization | ● Support will be provided according to the recommendations outlined by WIDA<br>● Use Shelter Instruction Option Protocols (SIOP) | ● Teachers will provide scaffolded organizers, sentence starters, small-group reteaching, chunked assignments, and frequent comprehension checks aligned to IEP/504 | ● Use of Higher Level Questioning Techniques<br>● Varied Lexile levels of reading<br>● Increased production in writing assignments<br>● Student-directed learning/ |

| | | | |
|---|---|---|---|
| ○ Preferential seating<br>○ Follow a routine<br><br>● District expectation is for ALL teachers planning instruction for students with IEPs to thoroughly read and implement modifications and accommodations accordingly and consult with a co-teacher. | ● Building Background Information through brainstorming, semantic webbing, use of visual aids, and other comprehension strategies.<br>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level.<br>● Develop content area vocabulary through the use of word walls and labeling classroom objects.<br>● Students encounter new academic vocabulary in English.<br>● Directions stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline.<br>● Use multiple strategies and varied instructional tools to | needs and formative assessment results. | independent studies<br>● Extension Activities<br>● Authentic listening and reading sources that provide data and support for speaking and writing prompts. |

| | | | |
|---|---|---|---|
| | increase the opportunities for students to develop meaningful connections<br>● between content and the language used in instruction<br>● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication<br>● Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse | | |

| **Unit 2: People, Places and Our Environment** | **Grade: 2** | **Pacing: 3 - 40 minute periods per week (9 weeks)** |
|---|---|---|
| In this second-grade unit, students will study their immediate community and the unique features associated with their community and state. Students will explore how landforms, climate, and resources determine where and how people live and work to meet their needs, and how people adapt to and modify their environment. Additionally, students will learn about the basics of government to help them prepare for more advanced topics in 3rd grade. | | |
| **Stage 1 Desired Results** | | |
| **New Jersey Student Learning Standards** | | |

Hillside Public School

Grade 2 Social Studies Curriculum

| Content Standards | Computer Science and Design Thinking | Career Readiness, Life Literacies, and Key Skills | Interdisciplinary Connections |
|---|---|---|---|
| **Content Standards**<br>**6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.<br>**6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.<br>**6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.<br>**6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.<br>**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).<br>**6.1.2.Geo.SV.1:** Use maps to identify physical features (e.g., | **Standards**<br><br>**8.1.2.AP.4:** Break down a task into sequenced steps.<br><br>**8.1.5.DA.1:** Organize and display geographic data visually. | **Standards**<br>**9.4.2.CI.1** Collaboration and respectful interaction<br><br>**9.4.2.CC.1** Communication strategies<br><br>**9.4.2.CT.1** Inquiry and brainstorming solutions<br><br>**9.4.2.CT.3** Reasoning and problem-solving<br><br>**9.4.2.DC.1** Safe, responsible digital tool use<br><br>**9.4.2.DC.6** Respectful conduct in digital environments | **English Language Arts Standards:**<br><br>**RI.CR.2.1** – Ask and answer questions to demonstrate understanding of key details<br><br>Social Studies Connection: Students ask and answer questions about families, communities, geography, economics, and culture to show understanding of how people, places, and systems work together in society.<br><br>**RI.CI.2.2 –** Identify the main topic and key details in informational texts<br><br>Social Studies Connection: Students identify the main idea and key details in texts about community roles, geography, resources, economics, and cultural traditions. |

| | | | |
|---|---|---|---|
| continents, oceans, rivers, lakes, mountains).<br>**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).<br>**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).<br>**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).<br>**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.<br>**6.1.2.Geo.HE.2:** Describe how human activities affect the | | | **W.IW.2.2** – Write informative texts to convey ideas clearly<br><br><u>Social Studies Connection</u>: Students write informative pieces explaining social studies concepts such as family roles, community helpers, maps and environments, goods and services, and cultural traditions.<br><br>**SL.PE.2.1** – Participate in collaborative conversations with peers and adults<br><br><u>Social Studies Connection</u>: Students engage in discussions about social studies topics such as community life, environments, economics, and culture by sharing ideas, asking questions, and responding respectfully to others.<br><br>**Science**<br><br>**K-2-ETS1-1** Ask questions, make observations, and gather information about a situation |

| | | | |
|---|---|---|---|
| culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).<br>**6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.<br>**6.1.2.Geo.HE.4:** Investigate the relationship between the physical environment of a place and the economic activities found there.<br>**6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.<br>**6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council) | | | people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.<br>**K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.<br><br>**Math**<br><br>**2.OA.A.1:** Use addition and subtraction within 100 to solve real-life word problems.<br>*Students apply this through classroom/community scenarios involving fairness, rules, and civic responsibility.*<br><br>**2.MD.D.10:** Draw picture/bar graphs with up to four categories and solve problems using data.<br>*Students collect and represent* |

| | | | |
|---|---|---|---|
| | | | *survey data about rules, helpers, and responsibilities.*<br><br>**Visual and Performing Arts**<br><br>**1.3.2.D.2**: Create personal works of art based on selected themes.<br>**1.2.2.A.1:** Identify theme-based works of dance, music, theater, and visual art.<br><br>**SEL**<br>**3A.1** Recognize and identify the thoughts, feelings, and perspectives of others.<br>**1B.1** Recognize one's personal traits, strengths, and limitations. |
| **Vertical Integration**<br>**NJSLS Social Studies (K–2 Grade Band)** | | | |
| **Prior Learning**<br>**6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.<br>**6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. | | **Future Learning**<br>**6.1.5.CivicsPI.3:** Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.<br>**6.1.5.CivicsPI.4:** Describe the services our government provides the people in the community, state and across the United States.<br>**6.1.5.CivicsPI.5:** Explain how government functions at the local, | |

| | |
|---|---|
| **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.<br>**6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.<br>**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).<br>**6.1.2.Geo.SV.1:** Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).<br>**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).<br>**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).<br>**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).<br>**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.<br>**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).<br>**6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States. | county, and state level.<br>**6.1.5.CivicsPI.6:** Distinguish the roles and responsibilities of the three branches of the national government.<br>**6.1.5.CivicsPI.7:** Explain how national and state governments share power in the federal system of government.<br>**6.1.5.CivicsPI.8:** Describe how the United States Constitution defines and limits the power of government.<br>**6.1.5.CivicsPD.1:** Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.<br>**6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.<br>**6.1.5.CivicsCM.6:** Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation<br>**6.1.5.GeoPP.4:** Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.<br>**6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).<br>**6.1.5.GeoSV.2:** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.<br>**6.1.5.GeoGI.1:** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. |

| | |
|---|---|
| **6.1.2.Geo.HE.4:** Investigate the relationship between the physical environment of a place and the economic activities found there.<br>**6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.<br>**6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council) | **6.1.5.EconGE.4:** Compare and contrast how the availability of resources affects people across the world differently. |

| **ESTABLISHED GOAL** | **ENDURING UNDERSTANDINGS** | **ESSENTIAL QUESTIONS** |
|---|---|---|
| The goal of this unit is to lay a solid foundation for future Social Studies learning by introducing students to key geographic concepts and human-environment interactions. By achieving these objectives, students will develop a fundamental understanding of how geography shapes human activities and communities within their own state. This knowledge will serve as a basis for more in-depth exploration and refinement of skills in later grades, preparing them to | *Students will understand that…*<br>● Maps and globes can be used to locate places and geographic features.<br>● Earth is made up of different physical features such as landforms and bodies of water.<br>● People may move from place to place for a better life, for a job, to be safe or other such reasons.<br>● Urban, suburban, and rural areas are living environments each with its own set of characteristics.<br>time.<br>● Rules and laws help people and | ● How does geography affect the way we live?<br>● How can we locate a specific place on Earth?<br>● What are physical features on Earth?<br>● What are the different types of environments people live in?<br>● How is the government organized?<br>● What is the purpose of the government?<br>● What documents set up our government? |

<table>
<tr><td rowspan="3">become informed and engaged citizens.<br><br>Speaking and Listening:<br>Participate in and propel classroom discussions.</td><td>society.<br>● People’s rights come with responsibilities.<br>● The United States has three branches of government that make and review laws.<br>● The U.S. Constitution and the Bill of Rights are the foundation of American civil society.</td><td></td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td colspan="2"><u>Students will be able to…(Depth of Knowledge)</u><br>● DOK 1: Students identify and describe physical features, climates, and characteristics of regions.<br><br>● DOK 2: Students explain how geography influences how people live, work, and interact within different places.<br><br>● DOK 3: Students apply geographic understanding by comparing regions, interpreting maps, and discussing how environmental changes affect communities.<br><br>● (Optional DOK 4): Students may complete a culminating project such as creating a regional model or map-based presentation.</td></tr>
<tr><td colspan="3">Stage 2 Evidence</td></tr>
<tr><td>Evaluative Criteria</td><td colspan="2"><u>Assessment Evidence</u></td></tr>
<tr><td></td><td colspan="2">● Pre-assessments of students’ prior knowledge in the form of a survey, KWL chart, or writing prompt</td></tr>
</table>

| | |
|---|---|
| | ● Demonstrations/role-playing that verify the knowledge and skills learned<br>● Anecdotal notes<br>● Teacher observations<br>● Journal entry<br>● Class/group discussions<br>● Student/group presentation and projects<br>● Teacher and student created rubrics<br>● Quizzes provided on SAVVAS or similar curricular resource<br>● Chapter test provided on SAVVAS or similar curricular resource<br>● Build a test option included within each SAVVAS chapter-Build a Test or similar curricular resource<br><br>Performance Task(s):<br>● Create a Brochure<br>● Design a Diorama<br>● Journal Entry: They will describe their daily life, activities, and interactions with the environment.<br>● Map Skills and Directions: Create a map that includes the key landmarks or features. Provide directions from one region to another, using cardinal directions (north, south, east, west).<br>● Community Project Proposal: They will present their proposal and explain how it addresses local challenges.<br>● Draw a map of your classroom, bedroom, school. Include a compass rose and a map key.<br>● Have students work in groups to create a presentation about a local government official, their role, and how they help the community. Students can use drawings, simple graphs, and brief explanations. |
| | Summative Assessment(s): |

| | |
|---|---|
| | ● Unit Performance Tasks, Projects, and End-of-Unit Assessments aligned to instructional goals.<br>● Student Reflection / Self Assessment<br>● Comparison Chart-Students create a chart comparing different types of homes and communities (e.g., urban vs. rural, apartments vs. houses).<br>● Venn Diagram-Students use a Venn diagram to compare and contrast their community with another type of community (e.g., a city versus a countryside).<br>● Story Writing-Students write a short story about a day in their life in a different type of community. The story should include descriptions of places they go and people they see. |
| | Formative Assessment and other evidence:<br>● Exit Tickets-At the end of a lesson, ask students to write or draw one thing they learned and one question they still have about the topic.<br>● Think-Pair-Share- Have students think about a question related to the lesson, discuss their thoughts with a partner, and then share their ideas with the class.<br>● Concept Maps-Students create concept maps to show relationships between key concepts from the lesson. This can be done individually or in small groups.<br>● Quick Writes-Give students a prompt related to the day's lesson and ask them to write a few sentences or a short paragraph in response.<br>● Quizzes and Polls- Use short, informal quizzes or online polls to gauge students' understanding of the material.<br>● Four Corners- Ask a question and give four possible answers. Each corner of the room represents one answer, and students move to the corner that represents their choice. Discuss why they chose their answer.<br>● Graphic Organizers- Have students use Venn diagrams, T-charts, or other graphic organizers to compare and contrast concepts or organize information.<br>● Journals- Students keep a journal where they regularly write about what they've learned in social studies, reflect on their learning, and ask questions.<br>● Gallery Walks- Students create posters or visual displays of what they've learned and then walk around the classroom to view and discuss their peers' work. |

| | |
|---|---|
| | ● Interactive Notebooks- Students use interactive notebooks to record and organize information. This can include foldables, drawings, and written reflections.<br>● Class Discussions- Engage students in discussions about the lesson. This can be done as a whole class or in small groups.<br>● Peer Assessments- Students assess each other's work using a simple rubric or checklist. This encourages collaboration and self-reflection.<br>● K-W-L Charts- Have students fill out a K-W-L chart (What I Know, What I Want to Know, What I Learned) at the beginning and end of a unit.<br>● Mini-Projects- Assign small projects that require students to apply what they've learned. This can be done individually or in groups. |

**Stage 3 Learning Plan**

Instruction is guided by the New Jersey Student Learning Standards (NJSLS) for Social Studies. The district-approved resource, Savvas *MyWorld Social Studies and Savvas Realize (digital platform)*, are currently used as a primary instructional tool to support the delivery of these standards. Additional supplemental materials are used to enhance instruction and meet student learning needs.

**Scope & Sequence, Units 1-4**

**Savvas myWorld Interactive Curricular Resource:**

**Grade 2 Unit 2 Scope and Sequence – 9 Weeks**
Chapter: People, Places, and Nature
Chapter Opener: People, Places, and Nature
Quest (PBL): Give a Talk – Project-Based Learning

Hillside Public School

Grade 2 Social Studies Curriculum

**Week 1**
Chapter Opener: People, Places, and Nature

Introduce Quest: Give a Talk

Mandates: Diversity & Inclusion – highlight how different communities interact with their environments; Amistad – African American communities' connections to land and place

**Week 2**
Lesson 1: Use Maps to Locate Places

Mandates: Amistad – maps showing the movement of African American populations (Great Migration); Diversity & Inclusion – maps highlighting diverse cultural communities across the U.S.

**Week 3**
Critical Thinking Skills: Use Map Scale

Mandates: Amistad – examine maps with African American historical landmarks; Diversity & Inclusion – use scale to understand cultural and geographic diversity

**Week 4**
Lesson 2: Earth's Land and Water

Mandates: Amistad – African American agricultural contributions and relationship to land; Diversity & Inclusion – Indigenous, immigrant, and multicultural perspectives on land and water use

**Week 5**
Lesson 3: Where People Live

Mandates: Amistad – African American settlement patterns; Diversity & Inclusion – urban, suburban, and rural communities with varied cultural traditions

**Week 6**
Literacy Skills: Summarize

Mandates: Amistad – summarizing African American geographic experiences; Diversity & Inclusion – summarize community stories from diverse groups

**Week 7**
Lesson 4: Our Communities and Resources

Mandates: Amistad – contributions of African Americans to resource use, conservation, and labor; Diversity & Inclusion – equitable access to resources across cultures

**Week 8**
Primary Source: Morris Schneider on Traveling to America

Readers

myWorld Activity Guide

Mandates: Diversity & Inclusion – immigrant perspectives and migration experiences; Amistad – parallels with African American migration stories

**Week 9**
Chapter Closer: People, Places, and Nature

Spanish Resources

Quest Presentations: Student Talks on People, Places, and Nature

Mandates: Culmination – integrate all mandates (Amistad: African American migration, settlement, and land use; Diversity & Inclusion: immigrant and multicultural perspectives; Holocaust Law: migration stories and the importance of inclusion; Laura Wooten: civic responsibility in caring for people and places)

Sample/Suggested Resources

- Digital Public Library of America
- National Archives
- Library of Congress
- PBS Learning Media
- National Geographic Kids/History
- History's Mysteries
- Sweetsearch
- Facing History
- Smithsonian's History Explorer
- www.ygtm.org
- G is For Garden State: A New Jersey Alphabet by Eileen Cameron
- https://www.nj.gov/state/historykids/index.htm
- NJ For Kids
- Landforms Virtual Field Trip
- Seesaw
- Make Way for Ducklings by Robert McCloskey
- The Long Way to a New Land by Joan Sandin
- How I Learned Geography by Uri Shulevitz
- Follow That Map!: A First Book of Mapping Skills

by Scot Ritchie

- Our Government: The Three Branches by Shelly Buchanan
- newsela
- www.commonlit.org

- Graphic Organizers: Canva, HMH

| Meeting the Needs of Students<br>Overview of Accommodations and Modifications | | | |
|---|---|---|---|
| **Students with Special Needs** | MLLs | **Students at Risk of School Failure** | Gifted and Talented Students |
| Students will be supported through guided map activities, simplified directions, chunked assignments, visual organizers, and frequent comprehension checks. Teachers will provide accommodations aligned to IEP/504 plans, including extended time, preferential seating, and access to visual supports and assistive tools as needed. | Multilingual learners will be supported using visuals, labeled maps, word banks, and explicit instruction in geography vocabulary (e.g., region, climate, landform). Teachers will use WIDA/SIOP strategies such as modeling, sentence frames, and structured partner talk to strengthen both language development and content understanding.<br>● Use Shelter Instruction Option Protocols (SIOP) | Students at risk will receive additional scaffolding through small-group reteaching, repeated exposure to key geographic concepts, guided practice with maps and texts, and check-ins during independent tasks. Teachers may provide reduced-choice activities, targeted vocabulary review, and home support resources when appropriate. | Gifted learners will be offered extension opportunities such as independent region research, creating more detailed maps, comparing multiple geographic perspectives, and presenting findings through writing, visuals, or digital tools. Students may also engage in inquiry-based projects exploring how geography influences community life. |

| **Unit 3: How Do People Get What They Need?** | **Grade: 2** | **Pacing: 3 - 40 minute periods per week (9 weeks)** | |
|---|---|---|---|
| This unit will introduce students to the basic concepts of how people obtain the resources and services they need to live. Through engaging activities, discussions, and projects, students will learn about different methods of acquiring necessities and the roles various community helpers play in meeting those needs. Students will also learn about influential African-American figures in history and their contributions. | | | |
| **Stage 1 Desired Results** | | | |
| **New Jersey Student Learning Standards** | | | |
| Content Standards | Computer Science and Design Thinking | Career Readiness, Life Literacies, and Key Skills | Interdisciplinary Connections |
| **Content Standards**<br>**6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.<br>**6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community. | **Standards**<br>**8.1.2.AP.4:** Break down a task into a sequence of steps.<br>**8.1.5.DA.1:** Collect, organize, and display data to support a claim. | **Standards**<br>**9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).<br>**9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). | **English Language Arts Standards:**<br><br>**RI.CR.2.1** – Ask and answer questions about key details<br><br>Social Studies Connection: Students ask and answer questions about needs and wants, goods and services, jobs, |

| | | | |
|---|---|---|---|
| **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.<br>**6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.<br>**6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.<br>**6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services.<br>**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.<br>**6.1.2.EconET.1:** Explain the difference between needs and wants.<br>**6.1.2.EconGE.2:** Explain why people in one country trade | | **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).<br>**9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).<br>**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).<br>**9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.<br>**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<br>**9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts | and how people in different communities (urban, suburban, rural) get what they need.<br><br>**RI.CI.2.2** – Identify the main topic and key details<br><br><u>Social Studies Connection</u>: Students identify the main idea and key details in texts about economics concepts such as producers, consumers, jobs, resources, and how goods and services are distributed.<br><br>**W.IW.2.2** – Write informative texts to convey ideas clearly<br><br><u>Social Studies Connection</u>: Students write informative pieces explaining how people meet their needs and wants through jobs, goods, services, and resources in different types of communities.<br><br>**SL.PE.2.1 –** Participate in collaborative conversations |

| | | | |
|---|---|---|---|
| goods and services with people in other countries.<br>**6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history<br>**6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.<br>**6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. | | **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool<br>**9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.<br>**9.4.2.TL.5:** Describe the difference between real and virtual experiences.<br>**9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools<br>**9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts<br>**9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.<br><br>Students will use digital tools responsibly when exploring community jobs or researching goods and services (**9.4.2.DC.1, 9.4.2.DC.6**). | <u>Social Studies Connection</u>: Students engage in discussions about economic decision-making, jobs, and how communities meet needs, while sharing ideas, asking questions, and building on peers' thinking.<br><br>**Science**<br>**K-2-ETS1-1** Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.<br>**K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.<br><br>**Math** |

| | | | |
|---|---|---|---|
| | | **Practices**<br><br>Students will collaborate to solve economic decision-making problems and communicate respectfully during role-play and group discussions (**9.4.2.CI.1, 9.4.2.CC.1**). Students will demonstrate problem-solving and persistence when analyzing needs, wants, and resource-based choices (**9.4.2.CT.1, 9.4.2.CT.3**) | **2.OA.A.1:** Solve real-life addition and subtraction word problems within 100.<br>*Students apply this through economic scenarios involving spending, saving, and making choices.*<br><br>**2.NBT.A.1:** Understand place value (hundreds, tens, ones).<br>*Supports comparing quantities, resources, and simple money-based reasoning.*<br><br>**Visual and Performing Arts (Interdisciplinary Connection)**<br><br>**1.5.2.Cr2b** – Use informed practice to create artwork that represents ideas, themes, or stories.<br>*Students create illustrated "Community Worker Cards"* |

| | | | |
|---|---|---|---|
| | | | *showing how jobs provide goods and services in society*<br><br>**SEL**<br>**3A.1** Recognize and identify the thoughts, feelings, and perspectives of others.<br>**1B.1** Recognize one's personal traits, strengths, and limitations. |
| **Vertical Integration**<br>**NJSLS Social Studies (K–2 Grade Band)** | | | |
| **Prior Learning**<br>**6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.<br>**6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.<br>**6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.<br>**6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.<br>**6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place. | | **Future Learning**<br>**6.1.5.CivicsPI.4:** Describe the services our government provides the people in the community, state and across the United States.<br>**6.1.5.CivicsHR.2:** Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.<br>**6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.<br>**6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.<br>**6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how | |

| | |
|---|---|
| **6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services.<br>**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.<br>**6.1.2.EconET.1:** Explain the difference between needs and wants.<br>**6.1.2.EconGE.2:** Explain why people in one country trade goods and services with people in other countries.<br>**6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history<br>**6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.<br>**6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. | people live and work in different regions of New Jersey and the United States.<br>**6.1.5.GeoPP.4:** Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.<br>**6.1.5.GeoSV.5:** Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in changes to conditions.<br>**6.1.5.GeoHE.1:** Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.<br>**6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.<br>**6.1.5.EconET.3:** Explain how scarcity and choice influence decisions made by individuals, communities, and nations.<br>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade**.**<br>**6.1.5.EconEM.2:** Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).<br>**6.1.5.EconEM.3:** Describe how supply and demand influence price and output of products.<br>**6.1.5.EconEM.4:** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities. |

<table>
<tr><td colspan="2"></td><td>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.<br>6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.<br>6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.<br>6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.<br>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.<br>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.<br>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.<br>6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</td></tr>
<tr><td rowspan="3">ESTABLISHED GOAL<br>Students will understand the difference between goods and services, recognize various community helpers who provide these, and explain how people get</td><td colspan="2">Meaning</td></tr>
<tr><td>ENDURING UNDERSTANDINGS</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td><u>Students will understand that…</u><br>● Goods and services are important because they help people meet their needs and wants.</td><td>● What is the difference between a good and a service?</td></tr>
</table>

<table>
<tr>
<td rowspan="2">the things they need through the exchange of goods and services.<br><br>Speaking and Listening:<br>Participate in and propel classroom discussions.</td>
<td>
<ul>
<li>Different people and businesses provide goods and services to help the community function smoothly.</li>
<li>People often exchange money for goods and services, and sometimes trade goods directly.</li>
<li>Goods and services can help fulfill basic needs (like food and shelter) and also satisfy wants (like toys or games).</li>
<li>The community depends on the exchange of goods and services to meet everyone's needs and wants.</li>
<li>Black History Month helps us remember the importance of treating everyone equally and with respect.</li>
</ul>
</td>
<td>
<ul>
<li>How do people get the goods and services they need?</li>
<li>Who are some of the people in our community who provide goods and services?</li>
<li>Why do we need goods and services, and how do they help us in our daily lives?</li>
<li>How do people trade or use money to get goods and services?</li>
<li>Who are some important people in Black history, and what did they do?</li>
</ul>
</td>
</tr>
<tr>
<td colspan="2">Acquisition<br><u>Students will be able to…(Depth of Knowledge)</u><br>Depth of Knowledge Level 1 (Recall and Reproduction):
<ul>
<li>Define the term "goods."</li>
<li>Define the term "services."</li>
<li>List examples of goods.</li>
<li>List examples of services.</li>
<li>Match pictures of items to the correct category: goods or services.</li>
<li>Recall the roles of different community helpers and what goods or services they provide.</li>
<li>Identify whether a given item is a good or a service.</li>
<li>Sort a list of items into goods and services.</li>
<li>Identify important figures in Black history.</li>
</ul>
</td>
</tr>
</table>

| | |
|---|---|
| | ● **Recall** significant events in Black history.<br>● **Recall** basic facts about Black History Month.<br><br>**Depth of Knowledge Level 2 (Skills and Concepts)**:<br>● **Describe** the characteristics of goods and services.<br>● **Classify** examples of goods and services.<br>● **Explain** the roles of community helpers who provide goods and services.<br>● **Identify and explain** relationships between goods, services, and their providers.<br>● **Compare and contrast** goods and services.<br>● **Discuss** why goods and services are important to the community.<br>● **Describe** the contributions of key figures in Black history.<br>● **Explain** the significance of significant events in Black history.<br>● **Explain** the significance of significant events in Black history.<br>● **Connect** key figures to the events they were involved in and explain these connections.<br>● **Understand and explain** the impact of important figures and events on society.<br><br>**Depth of Knowledge Level 3 (Strategic Thinking)**:<br>● **Explain** the process of how goods are made and services are provided.<br>● **Describe** the steps involved in producing a good or providing a service.<br>● **Explain** the process of how goods are made and services are provided.<br>● **Describe** the steps involved in producing a good or providing a service.<br>● **Explain** how different people in the community rely on each other for goods and services.<br>● **Analyze** how the absence of certain goods or services affects the community.<br>● **Solve** problems related to the distribution and availability of goods and services.<br>● **Propose** solutions to community issues involving goods and services.<br>● **Investigate and explain** economic choices related to goods and services.<br>● **Analyze** the contributions of key figures and how they addressed challenges.<br>● **Evaluate** the impact of significant events on society and communities.<br>● **Explore and explain** connections between different events and figures. |

| | |
|---|---|
| | ● **Create and propose** solutions related to issues in Black history and how they relate to current issues.<br><br>**Depth of Knowledge Level 4 Adapted Tasks**:<br><br>● **Conduct detailed research** on how goods and services are created and distributed in various contexts.<br>● **Investigate** historical, cultural, and economic factors influencing the production and distribution of goods and services.<br>● **Analyze** different economic systems and their approaches to producing and providing goods and services<br>● **Evaluate** the effectiveness and fairness of these systems.<br>● **Develop** innovative solutions to real-world economic problems related to goods and services.<br>● **Propose and justify** plans for improving the availability and quality of goods and services in their community.<br>● **Design and execute** projects that explore the complexities of providing goods and services.<br>● **Present** their findings and solutions in a comprehensive and creative manner.<br>● **Conduct comprehensive research** on a specific topic related to Black history and present their findings.<br>● **Create** complex projects that **synthesize** their understanding of Black history and its impact on the present.<br>● **Evaluate** historical and current issues and propose well-thought-out solutions or initiatives.<br>● **Design and implement** action plans or projects that address issues related to Black history and its lessons. |

| | |
|---|---|
| | |
| **Stage 2 Evidence** | |
| **Evaluative Criteria** | **<u>Assessment Evidence</u>** |
| | ● Pre-assessments of students' prior knowledge in the form of a survey, KWL chart, or writing prompt<br>● Demonstrations/role-playing that verify the knowledge and skills learned<br>● Anecdotal notes<br>● Teacher observations<br>● Journal entry<br>● Class/group discussions<br>● Student/group presentation and projects<br>● Teacher and student created rubrics |

| | |
|---|---|
| | ● Quizzes provided on SAVVAS or similar curricular resource<br>● Chapter test provided on SAVVAS or similar curricular resource<br>● Build a test option included within each SAVVAS chapter-Build a Test or similar curricular resource |
| | Summative Assessment(s):<br>● Unit Performance Tasks, Projects, and End-of-Unit Assessments aligned to instructional goals.<br>● Student Reflection / Self Assessment<br>● Community Roles Poster- Students create a poster depicting various community roles (e.g., farmer, doctor, teacher) and explain how each role helps people get what they need.<br>● Goods and Services Booklet-Students create a booklet that illustrates and explains the difference between goods and services. They should provide examples of each and describe how people use them to meet their needs.<br>● Personal Needs Journal- Over the course of a week, students keep a journal documenting how their family acquires goods and services (e.g., shopping for groceries, going to the dentist). They then summarize their findings.<br>● Biography Poster- Students create a poster about an influential African American figure they have learned about. The poster should include a picture, key facts about the person's life, their contributions, and why they are important.<br>● Timeline Creation-Students create a timeline of important events in African American history. They should include at least five key events with dates, descriptions, and illustrations. |
| | Formative Assessment and other evidence:<br><br>● Exit Tickets-At the end of a lesson, ask students to write or draw one thing they learned and one question they still have about the topic. |

| | |
|---|---|
| | ● Think-Pair-Share- Have students think about a question related to the lesson, discuss their thoughts with a partner, and then share their ideas with the class.<br>● Concept Maps-Students create concept maps to show relationships between key concepts from the lesson. This can be done individually or in small groups.<br>● Quick Writes-Give students a prompt related to the day's lesson and ask them to write a few sentences or a short paragraph in response.<br>● Quizzes and Polls- Use short, informal quizzes or online polls to gauge students' understanding of the material.<br>● Four Corners- Ask a question and give four possible answers. Each corner of the room represents one answer, and students move to the corner that represents their choice. Discuss why they chose their answer.<br>● Graphic Organizers- Have students use Venn diagrams, T-charts, or other graphic organizers to compare and contrast concepts or organize information.<br>● Journals- Students keep a journal where they regularly write about what they've learned in social studies, reflect on their learning, and ask questions.<br>● Gallery Walks- Students create posters or visual displays of what they've learned and then walk around the classroom to view and discuss their peers' work.<br>● Interactive Notebooks- Students use interactive notebooks to record and organize information. This can include foldables, drawings, and written reflections.<br>● Class Discussions- Engage students in discussions about the lesson. This can be done as a whole class or in small groups.<br>● Peer Assessments- Students assess each other's work using a simple rubric or checklist. This encourages collaboration and self-reflection.<br>● K-W-L Charts- Have students fill out a K-W-L chart (What I Know, What I Want to Know, What I Learned) at the beginning and end of a unit.<br>● Mini-Projects- Assign small projects that require students to apply what they've learned. This can be done individually or in groups. |

| | |
|---|---|
| **Stage 3 Learning Plan** | |
| Materials and Resources<br>Instruction is guided by the New Jersey Student Learning Standards (NJSLS) for Social Studies. The district-approved resource, Savvas *MyWorld Social Studies and Savvas Realize (digital platform)*, are currently used as a primary instructional tool to support the delivery of these standards. Additional supplemental materials are used to enhance instruction and meet student learning needs.<br><br>**Scope & Sequence, Units 1-4**<br><br>**Savvas myWorld Interactive Curricular Resource:**<br><br>**Grade 2 Unit 3 Scope and Sequence – 9 Weeks**<br>Chapter: People Who Supply Our Goods and Services<br>Chapter Opener: People Who Supply Our Goods and Services<br>Quest (PBL): Write Your Ad – Writing Using Sources<br><br>**Week 1**<br>Chapter Opener: People Who Supply Our Goods and Services<br><br>Introduce Quest: Write Your Ad<br><br>Mandates: Diversity & Inclusion – recognize diverse workers in communities; Amistad – highlight African American entrepreneurs and suppliers throughout history<br><br>**Week 2**<br>Lesson 1: Needs, Wants, and Choices | |

Mandates: Amistad – explore how African American communities balanced needs and wants under different historical circumstances; Diversity & Inclusion – understand that needs and wants vary across cultures

**Week 3**
Critical Thinking Skills: Analyze Costs and Benefits

Mandates: Amistad – analyze costs and benefits for African American business owners in history; Diversity & Inclusion – consider how economic choices affect different groups

**Week 4**
Lesson 2: Food Producers

Mandates: Amistad – contributions of African Americans in agriculture and farming; Diversity & Inclusion – immigrant and Indigenous farming traditions and their impact today

**Week 5**
Literacy Skills: Main Idea and Details

Mandates: Amistad – reading about African American innovators in food production; Diversity & Inclusion – examine diverse food traditions and sources

**Week 6**
Lesson 3: Producing and Consuming Goods

Mandates: Amistad – African American roles in trade, labor, and markets; Diversity & Inclusion – highlight cultural influences on goods produced and consumed

**Week 7**
Lesson 4: Challenges Producers Face

Mandates: Amistad – systemic challenges faced by African American producers historically; Diversity & Inclusion – challenges faced by marginalized groups in supply and labor markets

**Week 8**
Primary Sources: Photograph – Dairy Farm

Readers

myWorld Activity Guide

Mandates: Amistad – African American contributions to agriculture; Diversity & Inclusion – varied experiences of farming and food supply across groups

**Week 9**
Chapter Closer: People Who Supply Our Goods and Services

Spanish Resources

Quest Presentations: Ads created to showcase diverse suppliers and services

Mandates: Culmination – integrate all mandates (Amistad: African American farmers, entrepreneurs, and workers; Diversity & Inclusion: immigrant and multicultural producers; Holocaust Law: respect for human dignity in labor; Laura Wooten: civic responsibility and the value of hard work in service to community)

Sample/suggested resources:

- Digital Public Library of America
- National Archives
- Library of Congress
- PBS Learning Media
- National Geographic Kids/History
- History's Mysteries

- Sweetsearch
- Facing History
- Smithsonian's History Explorer
- www.ygtm.org
- Ducksters.com
- National Geographic Kids
- Jane's Freedom Gallery Walk
- newsela
- www.commonlit.org
- Graphic Organizers: Canva, HMH

| **Meeting the Needs of Students<br>Overview of Accommodations and Modifications** | | | |
|---|---|---|---|
| **Students with Special Needs** | MLLs | **Students at Risk of School Failure** | Gifted and Talented Students |
| ● IEP/504 for specificities such as the following:<br><br>○ Additional time<br>○ Review directions<br>○ Assist with organization<br>○ Preferential seating<br>○ Follow a routine | ● Support will be provided according to the recommendations outlined by WIDA<br>● Use Shelter Instruction Option Protocols (SIOP)<br>● Building Background Information through brainstorming, semantic webbing, use of visual aids, | ● Monitor student success on formative, summative, and other assessment points<br>● Strategies for Support<br>○ Parent meeting<br>○ Skills review<br>○ Differentiation<br>○ Assign SAVVAS lessons online for an at-home intervention.<br>○ Open-book assessments | ● Use of Higher Level Questioning Techniques<br>● Varied Lexile levels of reading<br>● Increased production in writing assignments<br>● Student-directed learning/ independent studies<br>● Extension Activities<br>● Authentic listening and reading sources that |

| | | | |
|---|---|---|---|
| ● District expectation is for ALL teachers planning instruction for students with IEPs to thoroughly read and implement modifications and accommodations accordingly and consult with a co-teacher. | and other comprehension strategies.<br>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level.<br>● Develop content area vocabulary through the use of word walls and labeling classroom objects.<br>● Students encounter new academic vocabulary in English.<br>● Directions stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline.<br>● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections | | provide data and support for speaking and writing prompts. |

| | | | |
|---|---|---|---|
| | ● between content and the language used in instruction<br>● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication<br>● Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse | | |

| **Unit 4: Our American Culture** | **Grade: 2** | **Pacing: 3 - 40 minute periods per week (9 weeks)** |
|---|---|---|
| This unit explores the diverse and rich culture of the United States, focusing on traditions, holidays, symbols, and the contributions of various cultural groups to American society. Students will learn about the elements that make up American culture and how these elements reflect the country's values and history. Through stories, activities, and projects, students will develop an appreciation for the diversity and unity within American culture. Students will also recognize and identify the contributions of women in history. | | |
| **Stage 1 Desired Results** | | |
| **New Jersey Student Learning Standards** | | |
| Content Standards | Computer Science and Design Thinking | Career Readiness, Life Literacies, and Key Skills | Interdisciplinary Connections |
| **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering | **8.1.2.AP.4:** Break down a task into a sequence of steps.<br>**8.1.5.DA.1:** Collect, organize, | **(**Practices) | **English Language Arts Standards:** |

| | | | |
|---|---|---|---|
| facts, listening to the ideas of others, and sharing opinions.<br>**6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.<br>**6.1.2.CivicsDP.3** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.<br>**6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.<br>**6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.<br>**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.<br>**6.1.2.HistoryCC.2:** Use a timeline of important events to | and display data in order to highlight relationships or support a claim. | Students will engage respectfully in discussions about diverse cultures and traditions while collaborating on shared history projects **(9.4.2.CI.1, 9.4.2.CC.1).** Students will demonstrate curiosity and critical thinking when comparing life in the past and present **(9.4.2.CT.1, 9.4.2.CT.3).**<br><br>**Standards**<br>**9.4.2.CI.1**: Demonstrate awareness of one's own and others' thoughts and feelings and respond respectfully in collaborative conversations.<br>**9.4.2.CC.1**: Use communication strategies to share ideas and work effectively with others.<br>**9.4.2.CT.**1: Gather information about an issue or topic and collaboratively brainstorm ways to solve a problem.<br>**9.4.2.CT.3**: Use a variety of | **W.IW.2.2** – Write informative/explanatory texts to examine a topic and convey ideas clearly.<br><br>**RI.CR.2.1:** Ask and answer questions about key details in a text.<br>**RI.CI.2.3:** Describe connections between historical events and ideas.<br>**W.NW.2.3:** Write narratives recounting events with details and closure.<br>**W.RW.2.7:** Participate in shared research and writing projects.<br>**SL.PE.2.1:** Participate in collaborative conversations with peers and adults.<br><br>**Mathematics**<br>**2.NBT.A.2**: Skip-count by 5s, 10s, and 100s within 1000. Supports timelines, historical sequences, and calendar reasoning.<br><br>**2.MD.D.10**: Draw picture and bar graphs with up to four |

| | | | |
|---|---|---|---|
| make inferences about the "big picture" of history. **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. **6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. **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.HistoryCA.1:** Make an evidence-based argument how and why communities change | | types of thinking to solve problems. | categories and solve problems using the data.<br>Students represent cultural or historical survey data visually.<br><br>**Visual and Performing Arts**<br><br>**1.5.2.Cr2b:** Use informed practice to create artwork that represents ideas, themes, or stories.<br><br>Students create "Then & Now" illustrations showing changes in daily life, transportation, or community traditions over time. |

| | | | |
|---|---|---|---|
| over time (e.g., locally, nationally, globally). | | | |

| **Vertical Integration** | |
|---|---|
| **Prior Learning**<br>**6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.<br>**6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.<br>**6.1.2.CivicsDP.3** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.<br>**6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.<br>**6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.<br>**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. | **Future Learning**<br>**6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.<br>**6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.<br>**6.1.5.GeoGI.1:** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.<br>**6.1.5.GeoGI.3:** Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.<br>**6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.<br>**6.1.5.HistoryCC.2:** Use a variety of sources to illustrate how the American identity has evolved over time. |

| | |
|---|---|
| **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history.<br>**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.<br>**6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.<br>**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.<br>**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).<br>**6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). | **6.1.5.HistoryCC.4:** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.<br>**6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.<br>**6.1.5.HistorySE.2:** Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity. |

| **ESTABLISHED GOAL** | ***Meaning*** | |
|---|---|---|
| | **ENDURING UNDERSTANDINGS** | **ESSENTIAL QUESTIONS** |
| Students will understand and appreciate the diversity and unity of American culture by exploring its symbols, traditions, democratic principles, contributions from different groups, geographical regions, and historical perspectives. They will recognize the importance of these elements in shaping the American identity and develop a sense of pride and responsibility | *Students will understand that…*<br>● America is a diverse country with people from many different backgrounds, cultures, and traditions.<br>● There are important symbols (like the flag, the bald eagle, and the Statue of Liberty) and traditions (like the 4th of July and Thanksgiving) that represent American culture.<br>● People from various cultural, racial, and ethnic backgrounds have made | ● What makes America a unique and diverse country?<br>● How do our differences make us stronger as a nation?<br>● What are some important symbols and traditions in American culture?<br>● Why do we celebrate certain holidays and events in America? |

<table>
<tr><td rowspan="3">as members of a diverse and democratic society.<br><br>Speaking and Listening:<br>Participate in and propel classroom discussions.</td><td>significant contributions to American culture and society.<br>● The United States is made up of different regions, each with its own unique geography, climate, and cultural practices.<br>● Events and people from the past have shaped American culture and continue to influence our lives today.</td><td>● How have people from different backgrounds helped shape American culture?<br>● How do where we live and the geography of a place influence our way of life?<br>● Who are some important people and events in American history?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td colspan="2"><u>Students will be able to…(Depth of Knowledge)</u><br>● Depth of Knowledge (DOK) Overview<br>● DOK 1: Students identify traditions, historical figures, and cultural practices.<br>● DOK 2: Students explain similarities and differences between past and present life.<br>● DOK 3: Students apply understanding through timelines, comparisons, and cultural inquiry projects.<br>● (Optional DOK 4): Students create an illustrated class history timeline showing change over time.</td></tr>
<tr><td colspan="3">Stage 2 Evidence</td></tr>
<tr><td>Evaluative Criteria</td><td colspan="2"><u>Assessment Evidence</u></td></tr>
<tr><td></td><td colspan="2">● Pre-assessments of students’ prior knowledge in the form of a survey, KWL chart, or writing prompt<br>● Demonstrations/role-playing that verify the knowledge and skills learned<br>● Anecdotal notes<br>● Teacher observations<br>● Journal entry<br>● Class/group discussions<br>● Student/group presentation and projects</td></tr>
</table>

| | |
|---|---|
| | ● Teacher and student created rubrics<br>● Quizzes provided on SAVVAS or similar curricular resource<br>● Chapter test provided on SAVVAS or similar curricular resource<br>● Build a test option included within each SAVVAS chapter-Build a Test or similar curricular resource |
| | Summative Assessment(s):<br>● Benchmark Assessment<br>● Student Reflection / Self Assessment<br><br>**Sample Summative Performance Task (Calibration Example)**<br>*Then & Now Comparison Rubric (3 Criteria)*<br><br>● Identifies at least two changes between past and present<br><br>● Includes accurate visuals and labels<br><br>● Explains ideas clearly through writing or oral presentation |
| | Formative Assessment and other evidence:<br><br>● Exit Tickets-At the end of a lesson, ask students to write or draw one thing they learned and one question they still have about the topic.<br>● Think-Pair-Share- Have students think about a question related to the lesson, discuss their thoughts with a partner, and then share their ideas with the class.<br>● Concept Maps-Students create concept maps to show relationships between key concepts from the lesson. This can be done individually or in small groups.<br>● Quick Writes-Give students a prompt related to the day's lesson and ask them to write a few sentences or a short paragraph in response. |

| | |
|---|---|
| | • Quizzes and Polls- Use short, informal quizzes or online polls to gauge students' understanding of the material.<br>• Four Corners- Ask a question and give four possible answers. Each corner of the room represents one answer, and students move to the corner that represents their choice. Discuss why they chose their answer.<br>• Graphic Organizers- Have students use Venn diagrams, T-charts, or other graphic organizers to compare and contrast concepts or organize information.<br>• Journals- Students keep a journal where they regularly write about what they've learned in social studies, reflect on their learning, and ask questions.<br>• Gallery Walks- Students create posters or visual displays of what they've learned and then walk around the classroom to view and discuss their peers' work.<br>• Interactive Notebooks- Students use interactive notebooks to record and organize information. This can include foldables, drawings, and written reflections.<br>• Class Discussions- Engage students in discussions about the lesson. This can be done as a whole class or in small groups.<br>• Peer Assessments- Students assess each other's work using a simple rubric or checklist. This encourages collaboration and self-reflection.<br>• K-W-L Charts- Have students fill out a K-W-L chart (What I Know, What I Want to Know, What I Learned) at the beginning and end of a unit.<br>• Mini-Projects- Assign small projects that require students to apply what they've learned. This can be done individually or in groups. |

**Stage 3 Learning Plan**

Materials and Resources

Instruction is guided by the New Jersey Student Learning Standards (NJSLS) for Social Studies. The district-approved resource, Savvas *MyWorld Social Studies and Savvas Realize (digital platform)*, are currently used as a primary instructional tool to support the delivery of these standards. Additional supplemental materials are used to enhance instruction and meet student learning needs.

**Scope & Sequence, Units 1-4**

**Savvas myWorld Interactive Curricular Resource:**

**Grade 2 Unit 4 Scope and Sequence – 9 Weeks**
Chapter: Our American Culture
Chapter Opener: Our American Culture
Quest (PBL): Show Off Your Artifact – Shared Discussion

**Week 1**
Chapter Opener: Our American Culture

Introduce Quest: Show Off Your Artifact

Mandates: Diversity & Inclusion – culture as a shared human experience; Amistad – African American cultural traditions that shape American identity

**Week 2**
Lesson 1: Culture is Our Way of Life

Mandates: Diversity & Inclusion – highlight cultural practices across communities; Amistad – African American contributions to music, art, and language

**Week 3**
Critical Thinking Skills: Compare Points of View

Mandates: Amistad – multiple perspectives on African American cultural history; Diversity & Inclusion – compare perspectives from diverse cultural groups

**Week 4**
Lesson 2: Cultures in Our Country

Mandates: Amistad – explore African American culture within the broader U.S. culture; Diversity & Inclusion – celebrate immigrant, Indigenous, and multicultural traditions

**Week 5**
Lesson 3: American Stories

Mandates: Amistad – include African American folktales, oral traditions, and literature; Diversity & Inclusion – highlight diverse storytellers shaping the American narrative

**Week 6**
Literacy Skills: Distinguish Fact from Fiction

Mandates: Amistad – clarify myths vs. true accounts of African American history; Diversity & Inclusion – fact vs. fiction in immigrant and Indigenous cultural stories

**Week 7**
Lesson 4: American Holidays

Mandates: Amistad – Juneteenth and other African American commemorations; Diversity & Inclusion – highlight holidays from multiple traditions (e.g., Lunar New Year, Indigenous People's Day)

**Week 8**
Primary Sources: Filipino American Traditional Dress

Readers

myWorld Activity Guide

Mandates: Diversity & Inclusion – immigrant heritage in American culture; Amistad – connections to African American cultural identity and resilience

**Week 9**

Chapter Closer: Our American Culture

Spanish Resources

Quest Presentations: Sharing cultural artifacts, stories, and traditions

Mandates: Culmination – integrate all mandates (Amistad: African American cultural legacies; Diversity & Inclusion: immigrant and multicultural celebrations; Holocaust Law: respect for cultural identity, standing against exclusion; Laura Wooten: civic duty in honoring diverse cultural voices)

- Core Instructional Materials
- Savvas Chapter 6: Our American Culture
- Digital Public Library of America
- National Archives
- Library of Congress
- PBS Learning Media
- National Geographic Kids/History
- History's Mysteries
- Sweetsearch
- Facing History
- Smithsonian's History Explorer
- www.ygtm.org

Sample/suggested resources:

- Digital Public Library of America
- National Archives
- Library of Congress
- PBS Learning Media

- National Geographic Kids/History
- History's Mysteries
- Sweetsearch
- Facing History
- Smithsonian's History Explorer
- www.ygtm.org
- newsela
- www.commonlit.org
- Graphic Organizers: Canva, HMH
- Native American Cultures - Facts, Regions & Tribes | HISTORY
- National Geographic for Kids: Native American Topics

**Meeting the Needs of Students**
**Overview of Accommodations and Modifications**

| **Students with Special Needs** | MLLs | **Students at Risk of School Failure** | Gifted and Talented Students |
|---|---|---|---|
| ● Students will be supported through visual timelines, story sequencing tools, simplified texts, and guided comparisons of past and present. Teachers will provide accommodations aligned to IEP/504 plans such as chunked assignments, extended time, and alternate response formats (oral or visual). | ● Multilingual learners will be supported with vocabulary previews (e.g., tradition, culture, past), visuals, sentence frames ("Long ago…, Today…"), and structured partner talk to strengthen language development through historical comparisons.<br>● Use Shelter Instruction Option Protocols (SIOP) | ● Students at risk will receive small-group support, repeated exposure to key concepts through read-alouds, graphic organizers, guided questioning, and scaffolded writing/drawing tasks with frequent check-ins. | ● Gifted learners may complete extension projects such as researching a historical figure, creating a museum-style exhibit, or analyzing how inventions and innovations changed daily life over time. |

| | | | |
|---|---|---|---|
| | | | |