



Little Egg Harbor School District Curriculum Guide

Social Studies: Second Grade

BOE APPROVAL DATE: August 19, 2026

Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
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Revised on: July 30, 2022
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Updated Date: July 31, 2024
Updated By: Nora Maloney
Updated Date: March 2026
Updated By: Melissa Gallagher

Recommended Pacing Guide	
Citizenship & Economics	55 Days
Heritage & Culture Within History	55 Days
Communities & Geography	55 Days

Alignment with State Mandates
The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements: • Holocaust and genocides (N.J.S.A. 18A:35-28) • History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) • Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) • Asian Americans and Pacific Islanders (N.J.S.A. 18A:34-4.44) • Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).

Unit 1: Citizenship & Economics	Duration: 55 days
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Suggested Accommodations
Multilingual Learners: • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide extended time

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Build in more group work to allow ELL students to interact and communicate with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Use sentence frames to give students practice with academic language
- Reduce reading load. ELL students need to put a lot more effort into decoding and comprehending words in another language
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Highlight keywords
- Provide manipulatives
- Frequently check for understanding
- Read test questions aloud
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Differentiated assignments/projects/assessments
- Open-ended/abstract questions to activate higher-level thinking
- Higher-level texts
- Student developed extension activities
- Plan self-directed inquiry
- Opportunities to push assessment/activity boundaries
- Self-centered curriculum allowing for student choice
- Provide opportunities for group work with other students on their ability level
- Allow opportunities for problem-based learning
- Develop lessons that are student-centered and teacher-facilitated
- Promote creativity and critical thinking

Students in Need of Academic Support:

- Pair with adult mentor or buddy
- Provide in-school counseling

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer to tutor. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
- Rather than interpreting parental absences as a lack of commitment to their children's education, ask families what you can do to support an ongoing partnership.
- Phone conferences as an alternative.
- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.
- Use a variety of classroom strategies that strengthen social and emotional skills
- Helping students to set goals and build goal-setting skills

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Collaborate with language professionals and ESL teachers
- Understand students' home cultures to better comprehend their behavior in and out of the classroom
- Instruction focuses on students' creation of meaning about content in an interactive and collaborative learning environment
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning
- Integrate the arts into learning activities
- Provide vocabulary in English and Spanish when possible
- Place value on the languages and cultures of student
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Highlight keywords
- Provide manipulatives

Social Studies Practices

Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
-------------------	-------------------------------------

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real-world issues. Inquiries incorporating questions from various social science disciplines build an understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

New Jersey Student Learning Standards

- **6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.2:** Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.CivicsPI.3:** Explain how individuals work with different levels of government to make rules.
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPI.6:** Explain what government is and its function.
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

to the ideas of others, and sharing opinions.

- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.EconET.4:** Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- **6.1.2.EconET.5:** Describe how local and state governments make decisions that affect individuals and the community.
- **6.1.2.EconEM.3:** Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- **6.1.2.EconNE.1:** Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
- **6.1.2.EconNE.2:** Describe examples of goods and services that governments provide.

Interdisciplinary Connections

English Language Arts

- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
 - C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
 - A. Introduce a topic clearly.
 - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

Computer Science and Design Thinking

- **8.2.2.ITH.1:** Identify products that are designed to meet human wants or needs.
- **8.2.2.ITH.2:** Explain the purpose of a product and its value.
- **8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards)
- **9.1.2.FP.1:** Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2:** Differentiate between financial wants and needs.
- **9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.PB.1:** Determine various ways to save and places in the local community that help people save and accumulate money over time.
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CAP.2:** Explain why employers are willing to pay individuals to work.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
-------------------	-------------------------------------

Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks: • Turn and Talks • Exit Tickets • Kahoot • Flipgrid	Alternative Assessments: • Classroom Discussion • Writing Task: generate a list of ways to be kind

Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
-------------------	-------------------------------------

• Classroom Discussion • Cooperative Learning Groups • Rubric • Baamboozle	• Writing Task: create a kindness pledge and justify how you are going to be kind • Project-Based: create a flyer or career advertisement about a career of choice • Writing Task: create rules for home and/or school
Summative Assessments: • Participation • Teacher Observation • District Assessments • Daily Activities • Anecdotal Notes	Benchmark Assessments: • District Assessments • Daily Activities

Knowledge & Skills

Enduring Understandings: • Students will identify that laws are rules people in a community must follow. • Students will determine the qualities of a good citizen. • Students will understand that people work to earn money. • Students will understand that tax is money that people pay to a community to pay the workers for what they do. • Students will understand that volunteers do important jobs without getting paid. • Students will identify that needs are things people must have in order to live, like shelter, and that wants are things that people would like to have but do not need in order to live. • Students will understand that goods are things that are made or grown. • Students will understand that a service is something that people do for others. • Students will understand that a producer makes or grows goods to sell and that a consumer uses the goods. • Students will identify that a factory is a building where things are made. • Students will understand that trade is when we give something and then get something back and that different countries trade using various routes.	Essential Questions: • Why do people work? • What is a tax and what is it used for? • What is a volunteer? • What are needs and wants? • What are goods and services? • What are producers and consumers? • What is a factory? • What is trade? • What is technology? • How is technology an advantage? • What are laws? • What is a good citizen? • How can I see growth in our community over time by looking at changes in the way people work, live, and govern themselves?
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Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
-------------------	-------------------------------------

Students will understand that technology is an advantage that makes things faster, easier, or better.	
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Core Instructional & Supplemental Materials	
Suggested Activities/Resources: - BrainPop Jr. - Studies Weekly - Scholastic News - Ducksters - Google Earth - SeeSaw - Google Slides - Boom Cards - YouTube - ClassDojo Acts of Kindness Match Acts of Kindness Ideas Kindness Pledge Asian American and Pacific Islander Heritage and History in the US NEH-Edsitement As Appropriate: - ULS News2You	Varied Levels of Text: <i>Miss Nelson is Missing</i> by Harry Allard & James Marshall <i>Rules and Laws</i> by Ann Kishel <i>A Busy Day at Mr. Kang's Grocery Store</i> by Alice K. Flanagan <i>Madlenka</i> by Peter Sis <i>Joseph Had a Little Overcoat</i> by Simms Taback <i>Click Clack Moo: Cows that Type</i> by Doreen Cronin <i>Trashy Town</i> by Andrea Zimmerman <i>Alexander, Who Used to Be Rich Last Sunday</i> by Judith Viorst <i>Do I Need It? Or Do I Want It?</i> by Jennifer S. Larson <i>The Story of Ruby Bridges</i> by Robert Coles <i>Tales of Uncle Remus: The Adventures of Brer Rabbit</i> by Julius Lester <i>Duck for President</i> by Doreen Cronin

Digital Citizenship Mini-Unit: We, the Digital Citizens	Duration: One Week
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Standards:	
ISTE Standards 1.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	
Knowledge and Skills	
Enduring Understandings: Being a good digital citizen means being safe and responsible online.	Essential Questions: What does it mean to be a good digital citizen?

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

- Being a digital citizen has a different meaning depending on how we use the Internet.
- Traveling the Internet world is better when we're being safe.

- How can we be good digital citizens?
- Why do we use the Internet?

Instructional and Supplemental Materials

- BrainPop Jr.
- Common Sense Media
- ISTE

Unit 2: Heritage and Culture

Duration: 55 days

Suggested Accommodations

Multilingual Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Model directions and provide gestures to increase understanding
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- Build in more group work to allow ELL students to interact and communicate with peers
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- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
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Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

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Gifted and Talented:

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- Create ways for students to share their emotions
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- Offer to tutor. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
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- Phone conferences as an alternative.
- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.
- Use a variety of classroom strategies that strengthen social and emotional skills
- Helping students to set goals and build goal-setting skills

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

- Build in more group work to encourage interaction with peers
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Social Studies Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means

Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
-------------------	-------------------------------------

	developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

New Jersey Student Learning Standards

- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.EconGE.1:** Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- **6.1.2.EconGE.2:** Explain why people in one country trade goods and services with people in other countries.
- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- **6.1.2.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.HistorySE.3:** Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

Interdisciplinary Connections

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

English Language Arts

- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
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- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
 - C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
 - A. Introduce a topic clearly.
 - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Computer Science and Design Thinking

- **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.
- **8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.
- **8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, and Key Skills

- **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).
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CAP.2:** Explain why employers are willing to pay individuals to work.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
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Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Evidence of Student Learning	
Formative Tasks: • Turn and Talks • Exit Tickets • Kahoot • Flipgrid • Classroom Discussion • Cooperative Learning Groups • Rubric • Baamboozle	Alternative Assessments: • Project-Based: Book Report about a Famous Person • Project-Based: Create a Google Slide about your culture to present to the class • Writing Task: What Famous American has influenced you in some way and why? • Classroom Discussion
Summative Assessments: • Participation • Teacher Observation • District Assessments • Daily Activities • Anecdotal Notes	Benchmark Assessments: • District Assessments • Daily Activities

Knowledge & Skills	
Enduring Understandings:	Essential Questions: • What is discrimination?

Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
- Students will understand that stereotyping and prejudice can lead to conflict using examples from past and present. - Students will be able to identify Dr. Martin Luther King and other civil rights leaders. - Students will understand that activists served as catalysts to inspire change for future generations. - Students will understand that a negative mindset can lead to negative actions. - Students will understand that all people are equal, capable, and deserve respect. - Students will understand that all people deserve respect. - Students will understand that some people have been treated unfairly. - Students will understand that the negativity of our past should not continue into our future. - Students will be able to identify that we can learn from all people. - Students will understand that America is representative of various cultures and traditions.	- What is prejudice? - Why do we have conflict? - What is stereotyping? - Who were Dr. Martin Luther King & other black Americans? - Why are Dr. King and other black Americans important to our country? - Why is George Washington the father of our country? - How did Abe Lincoln change our country's view on slavery? - What is the history behind your family's traditions? - How are traditions from different cultures similar and different? - How was the first Thanksgiving an example of putting differences aside? - How can we learn from the past?

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: - BrainPop Jr. - Studies Weekly - Scholastic News - Ducksters - Google Earth - SeeSaw - Google Slides - Boom Cards - YouTube - Venn Diagram: Comparing traditions - ClassDojo Asian American and Pacific Islander Heritage and History in the US NEH-Edsite As Appropriate: - ULS News2You	Varied Levels of Text: <i>Teammates</i> by Peter Golenbock <i>Free at Last: The Story of Martin Luther King</i> by Angela Bull <i>I am Rosa Parks</i> by Brad Meltzer <i>Ruby Bridges Goes to School: My True Story</i> by Ruby Bridges <i>Martin's Dream</i> by Christine Platt <i>The Keeping Quilt</i> by Patricia Polacco <i>Thanksgiving is for Giving Thanks</i> by Margaret Sutherland and Sonja Lamut <i>What is Thanksgiving?</i> by Michelle Medlock Adams <i>In November</i> by Cynthia Rylant <i>A Picture Book of Martin Luther King, Jr.</i> by David A. Adler <i>Martin Luther King, Jr.</i> by Pam Parker

Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
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Digital Citizenship Mini-Unit: That's Private	Duration: One Week
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Standards:

ISTE Standards 1.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge and Skills

Enduring Understandings:

- Recognize the kind of information that is private.
- Explain why certain important should be kept safe
- Handling private situations online with an adult

Essential Questions:

- What kinds of information should I keep to myself when I use the internet?
- How can I keep private information safe?
- What should I do if someone asks me for personal information online?

Instructional and Supplemental Materials

- BrainPop Jr.
- Common Sense Media
- ISTE

Unit 3: Communities & Geography	Duration: 55 days
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Suggested Accommodations

Multilingual Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Build in more group work to allow ELL students to interact and communicate with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Use sentence frames to give students practice with academic language
- Reduce reading load. ELL students need to put a lot more effort into decoding and comprehending words in another language
- Implement pre-reading strategies such as picture walks or topic discussions

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Highlight keywords
- Provide manipulatives
- Frequently check for understanding
- Read test questions aloud
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Differentiated assignments/projects/assessments
- Open-ended/abstract questions to activate higher-level thinking
- Higher-level texts
- Student developed extension activities
- Plan self-directed inquiry
- Opportunities to push assessment/activity boundaries
- Self-centered curriculum allowing for student choice
- Provide opportunities for group work with other students on their ability level
- Allow opportunities for problem-based learning
- Develop lessons that are student-centered and teacher-facilitated
- Promote creativity and critical thinking

Students in Need of Academic Support:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer to tutor. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
- Rather than interpreting parental absences as a lack of commitment to their children's education, ask families what you can do to support an ongoing partnership.
- Phone conferences as an alternative.
- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.
- Use a variety of classroom strategies that strengthen social and emotional skills
- Helping students to set goals and build goal-setting skills

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Collaborate with language professionals and ESL teachers
- Understand students' home cultures to better comprehend their behavior in and out of the classroom
- Instruction focuses on students' creation of meaning about content in an interactive and collaborative learning environment
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning
- Integrate the arts into learning activities
- Provide vocabulary in English and Spanish when possible
- Place value on the languages and cultures of student
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Highlight keywords
- Provide manipulatives

Social Studies Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of

Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
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Evaluating Sources	primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

New Jersey Student Learning Standards

- **6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.2:** Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.CivicsPI.3:** Explain how individuals work with different levels of government to make rules.
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.SV.3:** Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- **6.1.2.Geo.SV.4:** Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- **6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.Geo.HE.4:** Investigate the relationship between the physical environment of a place and the economic activities found there.
- **6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- **6.3.2.CivicsPD.1:** With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- **6.3.2.GeoGI.1:** Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- **6.3.2.GeoGI.2:** Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

[Interdisciplinary Connections](#)

English Language Arts

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
 - C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.
 - A. Introduce a topic clearly.
 - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

Little Egg Harbor School District Curriculum Guide

Grade: 2nd

Content Area: Social Studies

- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Computer Science and Design Thinking

- **8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.
- **8.2.2.ITH.5:** Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- **8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of

Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
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	a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks: • Turn and Talks • Exit Tickets • Kahoot • Flipgrid • Classroom Discussion • Cooperative Learning Groups • Rubric • Baamboozle	Alternative Assessments: • Project-Based: Presenting his/her state of choice they researched • Project-Based: Create a state flag • Writing Activity: Write an informational piece on a chosen state. • Project-Based: Create a map of your community or room • Writing Activity: Write directions using a compass rose • Writing Activity: Write about ways that you contribute to your community. How does your contribution make your community a better place to live?
Summative Assessments: • Participation • Teacher Observation • District Assessments • Daily Activities • Anecdotal Notes	Benchmark Assessments: • District Assessments • Daily Activities

Knowledge & Skills	
Enduring Understandings: • Students will understand a community is a place where people live, work, and have fun together. • Students will be able to explain that a neighbor is someone who lives in the same neighborhood. • Students will be able to identify there are suburban, rural, and urban areas.	Essential Questions: • What is a community? • What are neighbors? • What different kinds of communities are there? • How do people shape a community? • What are civic responsibilities? • How are communities different/similar?

Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
-------------------	-------------------------------------

• Students will understand that people adapt to their environment in different ways to create communities. • Students will understand that community members have civic responsibilities. • Students will understand that community members can make/have notable contributions. • Students will identify that people adapt to, resist, or participate in community change. • Students will understand that all communities have important characteristics that help describe daily life (e.g., food, clothing, shelter, businesses, etc.). • Students will understand that all communities rely on institutions to help meet the needs of the people (e.g., police, hospitals, schools, government). • Students will understand that an individual's local community is part of a larger whole (state, nation, continent).	• What types of institutions help people in a community? • How can I see growth in our community over time by looking at changes in the way people work, live, and govern themselves? • What town, state, country, and continent do you live in? • Can you find where you live on a map? • How can you contribute to your community to make it a better place to live?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: • BrainPop Jr. • Studies Weekly • Ducksters • Google Earth • SeeSaw • Google Slides • Boom Cards • YouTube • Scholastic News • Epic: NJFacts • ClassDojo • Guided Readers: Maps & Globes • Research a State • Distinguish between different types of communities • Asian American and Pacific Islander Heritage and History in the US NEH-Edsitement As Appropriate: • ULS News2You	Varied Levels of Text: • <i>Town Mouse Country Mouse</i> by Jan Brett • <i>A Community</i> by Bruce Larkin • <i>Life in a Rural Community</i> by Bruce Larkin • <i>Life in a City</i> by Bruce Larkin • <i>Different Communities</i> by Bruce Larkin • <i>Communities Need Each Other</i> by Bruce Larkin • <i>Communities</i> by Gail Saunders-Smith • <i>Franklin's Neighborhood</i> by Paulette Bourgeois • <i>Uptown</i> by Bryan Collier • <i>City Green</i> by DyAnne DiSalvo • <i>On the Town: A Community Adventure</i> by Judith Caseley • <i>Places in My Community</i> by Bobbie Kalman • <i>Next Stop Grand Central</i> by Maira Kalman • <i>Town and Country</i> by Alice Provensen and Martin Provensen • <i>Madlenka</i> by Peter Sis • <i>Mei-Mei Loves The Morning</i> by Margaret Tsubakiyama • <i>Grandpa's Corner Store</i> by Dyanne DiSalvo-Ryan
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Little Egg Harbor School District Curriculum Guide

Grade: 2nd	Content Area: Social Studies
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	• <i>Yard Sale!</i> by Mitra Modarressi • <i>Donavan's Word Jar</i> by Monalisa and Hanna, Cheryl Degross • <i>Night on a Neighborhood Street</i> by Eloise Greenfield
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Digital Citizenship Mini-Unit: Putting a STOP to Online Meanness	Duration: One Week
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Standards: ISTE Standards 1.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
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Knowledge and Skills

Enduring Understandings: • Understand what online meanness can look like and how it can make people feel. • Identify how to be an upstander. • Treat others online like you would in real life.	Essential Questions: • What should you do if someone is mean to you online? • Who are some people you should report online bullying to? • How can you be an upstander?
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Instructional and Supplemental Materials
• BrainPop Jr. • Common Sense Media • ISTE