Social Studies Curriculum

Grade 2
Course Description

The New Jersey Core Curriculum Content Standards serves as the basis for the second grade course, We Live Together. As students’ progress through the five units of the school year, they will focus and examine: living in a community, the role of geography in understanding the Earth and its functions, a historic overview of the United States and its beginnings, the role of government and economics in our community, country and the world.

The progression of this course allows students to have an opportunity to focus on characteristics that contribute to the development of a specific community. In doing so, students will be able to make clear connections and links to their present day community and how the structure of the community is supported by its workers. The role of seasonal changes will be analyzed to assist students in furthering their understanding of all the factors impacting the Earth as a whole. Historical understanding of the Native Americans, Spanish conquest, the establishment of the colonies and the American Revolution will be closely examined. The final unit allows students to understand the function of government as dominate factor in resolving conflicts at all levels of government. The infusion of economic understanding in its most basic fashion will be interpreted through the concepts: reasons why people work, needs verses wants, and trading with other countries throughout the world.
# Grade 2 Social Studies

## PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Our Community</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>All About Work</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Our Past</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>All about Earth</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Our Government</td>
<td>6 Weeks</td>
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</tbody>
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## Educational Technology

### Standards

<table>
<thead>
<tr>
<th>8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1</th>
</tr>
</thead>
</table>

- **Technology Operations and Concepts**
  - □ Identify the basic features of a computer and explain how to use them effectively.
  - □ Create a document using a word processing application.
  - □ Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
  - □ Enter information into a spreadsheet and sort the information.

- **Creativity and Innovation**
  - □ Illustrate and communicate original ideas and stories using multiple digital tools and resources.

- **Communication and Collaboration**
  - □ Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.

- **Digital Citizenship**
  - □ Develop an understanding of ownership of print and non-print information.

- **Research and Information Literacy**
  - □ Use digital tools and online resources to explore a problem or issue.

- **Critical Thinking, Problem Solving, and Decision-Making**
  - □ Use geographic mapping tools to plan and solve problems.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tbody>
<tr>
<td>Career-ready individuals 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.</td>
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<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
</tr>
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<table>
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<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals 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.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals 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.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals 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.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals 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.

CRP11. Use technology to enhance productivity.
Career-ready individuals 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.
**Career Ready Practices**

<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<tbody>
<tr>
<td>Career-ready individuals 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.</td>
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</tbody>
</table>
21st-Century Life & Career Skills

- Planning, Saving, and Investing
  - Determine various ways to save.

Career Awareness, Exploration, and Preparation

- Income and Careers
  - Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
# Differentiated Instruction

## Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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</tbody>
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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
</tr>
</tbody>
</table>
Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Unit 1: Our Community
Social Studies Grades K-4 New Jersey Core Curriculum Content Standards

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

A. Civics, Government, and Human Rights
   - 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
   - 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
   - 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

B. Geography, People, and the Environment
   - 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
   - 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
   - 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
   - 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.

D. History, Culture, and Perspectives
   - 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
**English Language Arts Common Core Standards**

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RL.2.7
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RL.2.10
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.2.1
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.2.4
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how communities change over time and how people adapt to these changes. <strong>Standards:</strong> 6.1.4.A.15 6.1.4.D.11</td>
<td>What changes have affected our communities over time? How do members of communities adapt to changes in their environment? How are communities/places alike and different?</td>
<td>Compare and contrast life in our community to that of another community. (ex. Senegal) Read “A New Home” and discuss how communities have diversity due to immigration. Write a narrative about moving to a new place. Read The Little House by Virginia Lee Burton and discuss what caused the community to change over time.</td>
<td><strong>Graphic organizer-compare/contrast:</strong> <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf</a> <strong>Suggested/Recommended Read Aloud of “The Little House”:</strong> <a href="http://www.youtube.com/watch?v=YqlOJKt4-RA">http://www.youtube.com/watch?v=YqlOJKt4-RA</a></td>
<td><strong>ELA:</strong> Compare and contrast, engage in effective discussions with diverse partners about a text to build ideas and express their own. (see Sample Activities)</td>
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<td>Explain the physical and human characteristics of places. <strong>Standards:</strong> 6.1.4.A.14 6.1.4.B.1,4-6</td>
<td>What are the different types of communities that exist? (suburban, urban, rural) What are the characteristics of urban, suburban and rural communities?</td>
<td>Make a class list of places in their community. (Ex. Lambert Castle, silk mills, underground railroad, etc.) Discuss how these places represent life long ago in Paterson. Complete a Triple T-chart depicting the characteristics of different types of communities. <em>(urban, suburban, rural)</em> Use teacher-created PowerPoint of pictures depicting types of neighborhoods. Students choose their answer using clickers, responders, or index cards with corresponding letters/numbers. (Can also be created using Easiteach software for Enoboard, Kids’ Website about Silk City: <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a> A New Home passage: <a href="http://www.readworks.org/passages/new-home">http://www.readworks.org/passages/new-home</a></td>
<td><strong>Reading/Writing:</strong> Make a list, write a narrative, compare/contrast ideas, and write a paragraph (see Sample Activities)</td>
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<tr>
<td>NJDOE Student Learning Objectives</td>
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<td>Identify characteristics of citizenship in our school and our community. <strong>Standards:</strong> 6.1.4.A.11</td>
<td>What are the characteristics of a good citizen? How can we be good citizens in school and our communities?</td>
<td>Read and discuss Miss Rumphius by Barbara Cooney. Complete webquest. In groups, students should generate their own lists about what they know to be good citizenship in school. Allow students to share their lists aloud and compare and contrast what they have come up with. Provide opportunities to ask questions and</td>
<td><strong>Miss Rumphius webquest:</strong> webquest. <a href="http://cgraham.pbworks.com/w/page/6294595/Be%20A%20Good%20Citizen">http://cgraham.pbworks.com/w/page/6294595/Be%20A%20Good%20Citizen</a></td>
<td><strong>Technology:</strong> Webquest, Power Point presentation (see Sample Activities) <strong>ELA:</strong> Engage in effective discussions with diverse partners about a text to build ideas and express their own. (see Sample Activities)</td>
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</table>
The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.
http://www.njamistadcurriculum.net/

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

1. Social Studies Skills
2. Indigenous Civilization (1000-1600)
3. Ancient Africa (3000-1492)
4. The emerging Atlantic World (1200-1700)
5. Establishment of a New Nation and Independence to Republic (1600-1800)
6. The Constitution and Continental Congress (1775-1800)
7. The Evolution of a New Nation State (1801-1860)
8. The Civil War and Reconstruction (1861-1877)
9. Post Reconstruction and the origins of the Progressive Era
10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
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<thead>
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<tbody>
<tr>
<td>2. Activities</td>
<td>7. Griot</td>
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<tr>
<td>3. Assessments</td>
<td>8. Library</td>
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<tr>
<td>4. Essentials</td>
<td>9. Links</td>
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<tr>
<td>5. Gallery</td>
<td>10. Rubrics</td>
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</table>

All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
<table>
<thead>
<tr>
<th>Community</th>
<th>Neighbor</th>
<th>Urban</th>
<th>Suburban</th>
<th>Rural</th>
<th>Communication</th>
<th>Citizen</th>
<th>Law</th>
</tr>
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</table>

**Choose 1**

### Unit Project (Suggested)

Choose one type of community you would prefer to live in (urban, suburban, rural). Create a poster depicting what the community looks like using magazine clippings. Write a paragraph explaining:

- why you want to live in this type of community
- what this community looks like

### Unit Project (Suggested)

Write a paragraph describing your community (“My School and its Community” templates provided) and create a map of your community.