



Grade 2

Social Studies Curriculum

Oradell Public School District

Oradell, NJ

2023

Oradell Public School District

Grade 2 Social Studies Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

Roberta Kenyon, 2nd Grade Teacher

Alexandria Pallotta, 2nd Grade Teacher

Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Social Studies, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts, and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District Social Studies Curriculum Grade 2 Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through a comprehensive, innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become lifelong learners who are self-directed, resilient, productive, and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting-edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

The Oradell Public School believes that an education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;

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- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

(Taken from NJDOE NJSL Social Studies Vision)

The goal of our Social Studies curriculum is to spark inquiry in our students and foster a classroom culture where students consistently notice, wonder, and ask questions to further their understanding and take ownership of their learning.

**Oradell
Social Studies Curriculum
Grade 2**

New Jersey Student Learning Standards for Social Studies PACING	
Unit	Schedule
Leaders in Government	September – November
Geography	November – January
Communities and Resources	January – March
World Perspectives	March – June

Note: Highlighted activities indicate Holocaust Awareness or Amistad Commission or Asian American and Pacific Islander legislation related activities.

**New Jersey Student Learning Standards for Social Studies
UNIT 1 - Leaders In Government**

Disciplinary Concept	Core Idea	Performance Expectations
Civics, Government, and Human Rights: Civics and Political Institutions	Local community and government leaders have roles and responsibilities to provide services for their community members.	<ul style="list-style-type: none"> 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.
Civics, Government, and Human Rights: Civics and Political Institutions	The actions of individuals and government affect decisions made for the common good.	<ul style="list-style-type: none"> 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
Civics, Government, and Human Rights: Processes and Rules	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	<ul style="list-style-type: none"> 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
Civics, Government, and Human Rights: Civic Mindedness	Certain character traits can help individuals become productive members of their community.	<ul style="list-style-type: none"> 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).

<p>Economics, Innovation, and Technology: Economic Ways of Thinking</p>	<p>Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).</p>	<ul style="list-style-type: none"> 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
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UNIT 1 - Leaders in Government

Essential Questions

- Who is responsible for running our communities, and what is their role in ensuring the safety of our citizens? (local, state, nation)
- How do citizens and leaders decide what is important to support the needs of their community?
- Why are rules and authority figures (teachers, coaches, religious figures, police, etc.) necessary to keep everyone safe, resolve conflicts, and treat people fairly?
- **How are Asian Americans and Pacific Islanders represented in your community?**
- Why is it important for people from different communities to work together?
- How do character traits help individuals to become productive members of their community?
- Why is it important for individuals and governments to make informed economic decisions? Who plays a role in making such decisions? Why is it important during the decision process to value the opinions, voices, and perspectives of others?

Student Learning Objectives

Students will be able to:

- Describe who the leaders are local, for their state, and nationally by identifying who they are and what roles they play
- Investigate the roles and responsibilities of leaders and citizens by understanding the services they provide.
- Identify needs within their communities by looking at what issues need to be addressed and contact the town mayor via email to identify the issue(s) and solution(s).
- Describe how individuals and groups make decisions by looking out for the common good.
- Recognize individuals that are authority figures.
- Cite evidence of how rules are made to keep everyone safe, resolve conflicts and treat people fairly and responsibly.
- Recognize how character traits influence people's needs and productivity within their communities through the use of a variety of sources and examples.
- Discuss Hawaiian values as a model for civic rules and responsibilities.
- Describe how budgeting plays a role in the economics (saving, spending, acquiring debt, investing, etc.) of their community.

Modifications	
English Language Learners	<ul style="list-style-type: none"> ● Preview content vocabulary ● Visual clues (pictures) ● Repeated directions ● Check for understanding ● Ask pointed questions ● Pre-teaching of vocabulary by ESL teacher ● Breakdown language by giving several examples that help to make meaning ● Instructional aides in a classroom setting ● Peer models ● English language support for parents of non-English speaking students. <ul style="list-style-type: none"> ○ Ex: Teacher created a dictionary with classroom pictures, and labels in English and student's first language ● Students may employ the use of Google Translator on laptops and ipads; requirements for the final project will be less than that of the general population ex: 3 slides on Google presentation rather than five or more. Or labeling a picture rather than writing at length. ● Speak slowly, clearly, and use gestures ● Simplify language. Avoid idioms, slang, and sarcasm ● Pair student with a buddy ● Maintain routines with consistent signals (ex. 10-minute warning for a clean-up with bell) ● Give both oral AND written directions ● Encourage the student to participate, do not force ● Accept participation at any level, even one word ● Present information in a variety of ways (pictures, videos, manipulatives) ● Rephrase questions, directions, and explanations
Special Education	<ul style="list-style-type: none"> ● Leveled texts (H-L) ● Online Epic leveled texts or read to you materials ● Multisensory instruction ● Visual aides for establishing routines ● Checklists ● Timers ● Word Banks ● Multiple choice ● Matching pictures to words

	<ul style="list-style-type: none"> ● Picture supports, models, picture/online dictionary ● Peer models ● Use of FM system to improve attention and support auditory information ● Extended time for assignments ● Prompting, chunked assessments ● Visual aids or graphic organizers ● Performance-based tasks or alternative assessments
At-Risk	<ul style="list-style-type: none"> ● Support students during difficult transitions ● Connect families to schools and school activities ● Make lessons relevant to student lives' and needs ● Use student strengths to promote high self-esteem ● Communicate high expectations for students' performance ● Encourage and facilitate school involvement and extracurricular activities
Gifted and Talented	<ul style="list-style-type: none"> ● Inquiry based learning by child's preference or interest. ● Use of technology for research and/or presentation. ● Expected usage of specific vocabulary terms. ● Child-generated rubrics with set expectations. ● Open-ended assignments ● Independent research or study. ● Provide multiple sources for obtaining information. ● Self-monitoring goals and objectives.
504	<ul style="list-style-type: none"> ● Extended time for assignments ● Prompting, re-assurance, and tie to formulate ideas ● Visual clues (pictures) ● Preferential seating or flexible seating choices ● Repeated directions, check for understanding, ask pointed questions ● Instructional Aides in classroom settings ● Movement breaks before or during a task. ● Frequent breaks during lesson ● Behavior chart to increase focus and work completion ● Use of FM system to improve attention and support auditory information ● Sensory breaks with timers

Evidence of Learning - Assessment

Formative:

- Teacher Observations
- Magazine Comprehension Questions
- Class & Peer Discussions
- Questionnaires
- Conferring
- Checklists
- Entry/Exit Tickets
- Kids Discover Magazine: Heroes: Activity: Honoring Heroes (Page 18) *assessment*
- Kids Discover Magazine: Heroes: Activity: Be A Hero (Page 18) *assessment*

Benchmark:

- Social Studies Notebooks
- Self-Evaluations
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher's Guide. Benchmark Assessments (Online Access)

Summative:

- Rubrics
- Creative Assignments
- Presentations
- Kids Discover Magazine: Leaders and Government: Activities: A Skit (Page 18) *assessment*
- Kids Discover Magazine: Leaders and Government: Make a Chart (Page 18) for *assessment*
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher's Guide. Leaders and Government: Assessment (Page 28)
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher's Guide. Heroes: Assessment (Page 196)

Alternative:

- Group Projects

- Making a chart to show what the government does for our country.
- Presentations
 - Creating a skit to show how a member of the city council would be able to help someone in the community.
- Case-based scenarios
 - Identifying what is needed within the community and creating solutions.

Core Instructional Materials

- Kids Discover Magazines: Leaders and Government, Heroes, Goods and Services (Grade 1)
- Bergen County AAPI Curriculum Project 2022 K-12
- Social Studies - Kids Discover Magazine: Leaders and Government
- Open Circle: Grade 2
- Scholastic Magazines
- Scholastic BookRoom Texts
 - Scholastic Leveled Readers: *What's in Washington, D.C.? by Laine Falk (Level J)*
 - Scholastic Leveled Readers: *A Day With Paramedics by Jan Kottke (Level F)*
 - Scholastic Leveled Readers: *If I Ran for President by Catherine Stier (Level P)*

Supplemental Resources

- STEAM Integration: [UNIT 4](#) - Build Our Community - Water Resources

Digital Resources

- HMH ED (Digital into Social Studies)
- Epic
- National Geographic
- Newsela Social Studies
- Scholastic News
- BrainPop Jr.
- Thank You, Community Workers Scholastic Magazine (<https://sn2.scholastic.com/issues/2020-21/090220.html>)
- Bergen County AAPI Curriculum Project 2022 K-12
 - [Community Organizing \(2nd\)](#)
 - Good Citizenship for Kids Video: <https://www.youtube.com/watch?v=SsXt6uPxV0A>
 - [Hawaiian values](#)
 - [Nanea Hawaiian culture](#)

Suggested Learning Activities Directly Connected to Student Learning Objectives

- Describe who the leaders are local, for their state, and nationally by identifying who they are and what roles they play by
 - Watching the Local and State Governments BrainPOP Jr. (<https://jr.brainpop.com/socialstudies/government/localandstategovernments/>).
 - Making a chart to show what the parts of government do.
 - Researching the local government in our town (<http://www.putoradellfirst.com/our-candidates>)
 - Read Aloud: *Do Unto Others: A Book About Manners* by Laurie Keller
 - Open Circle: Supplementary Lesson 4, *Your Body Language and Tone of Voice*
 - Open Circle: Supplementary Lesson 23, *Practicing Positive Leadership*
 - Open Circle: Supplementary Lesson 16, *Making Mistakes*
 - Open Circle: Supplementary Lesson 17, *Creative Thinking*
 - Open Circle: Supplementary Lesson 18, *Consequential Thinking*
 - Open Circle: Supplementary Lesson 22, *Consensus and Compromise*
 - Creating a skit to show how a member of the city council would be able to help someone in the community.
 - Kids Discover Magazine: Leaders and Government: Local, State, and National (Pages 12-13)
 - Kids Discover Magazine: Heroes: What Is A Hero? (Page 2-3)
 - Kids Discover Magazine: Heroes: Activity: Honoring Heroes (Page 18) *assessment*
- Investigate the roles and responsibilities of leaders and citizens by understanding the services they provide by
 - Making a chart to show the hierarchy of the leaders and what function they perform.
 - Creating a list of the characteristics of a good leader. Why are these good qualities for a leader to have? Consider fairness and the common good
 - Reading a Martin Luther King Jr. text. Consider how he was a leader. What was his role in creating equality for all?
 - Kids Discover Magazine: Leaders and Government: Citizens Everywhere (Pages 2-3)
 - Asian American leader Larry Itliong by reading Journey for Justice: Life of Larry Itliong
 - Kids Discover Magazine: Heroes: Heroes For Equal Rights (Pages 4-5)
 - Super Heroes Are Everywhere Kamala Harris: <https://www.youtube.com/watch?v=pZLFL0-O3us>
- Identify needs within their communities by looking at what issues need to be addressed by:
 - Day 1: Creating a chart of needs that we see within our community.
 - Day 2: Learning how we can advocate to resolve this issue or need.
 - Day 3: Creating a poster to raise awareness in our community.
 - Day 4: Reading Kids Discover Magazine: Leaders and Government: Activities: A Skit (Page 18) *assessment*

- Kids Discover Magazine: Heroes: Heroes For Women (Pages 6-7)
- Kids Discover Magazine: Heroes: Heroes Who Care (Pages 14-15)
- Stay Connected Activity: Discuss ways people use computers to connect other individuals, places, information, and ideas through a network. How does staying connected help us receive the needs we have as a community?
- Describe how individuals and groups make decisions by looking out for the common good by
 - Discussing that rules and laws are good when they: look out for the common good protect everyone's rights
 - Open Circle: Supplementary Lesson 2, *The Golden Rule*
 - Open Circle: Supplementary Lesson 3, *Honesty*
 - Creating consequences to those who choose to break the rules and laws
 - Open Circle: Supplementary Lesson 18, *Consequential Thinking*
 - Understanding that rules and laws are important for communities to have because they protect the common good and help make communities peaceful and productive
 - Read Aloud: *How Do Dinosaurs Go to School?* By Jane Yolen
 - Open Circle: Supplementary Lesson 13, *Classroom Rules Review: How Are We Doing?*
 - Identify factors that might need to be considered when making decisions on set topics.
 - Kids Discover Magazine: Leaders and Government: For The People (Pages 4-5)
 - Kids Discover Magazine: Heroes: Standing Up For Themselves and Others (Pages 8-9)
- Recognize individuals that are authority figures by
 - Day 1: Making a chart of various figures and what role they play in our community (home, school, and community).
 - Day 2: Watching the Video on Community Helpers:
(<https://jr.brainpop.com/socialstudies/communities/communityhelpers/>)
 - Day 3: Reading aloud the Scholastic News: Thank you, Community Helpers!
(<https://sn2.scholastic.com/issues/2020-21/090220.html>).
 - Day 4: Selecting one authority figure and write them a letter to thank them for their services
(<https://sn2.scholastic.com/content/dam/classroom-magazines/sn2/issues/2020-21/090220/SN2-090120-CommWorkers-SKILL-Printable.pdf>).
 - Kids Discover Magazine: Leaders and Government: Follow the Leader (Pages 6-7)
 - Kids Discover Magazine: Leaders and Government: Washington, D.C. (Pages 10-11)
 - Kids Discover Magazine: Heroes: A Mountainous Monument (Pages 10-11)
- Cite evidence of how rules are made to keep everyone safe, resolve conflicts and treat people fairly and responsibility by
 - Creating a list of classroom rules. Look at our classroom rules. Why are these important to keep us safe? What can we add or change to these rules? Can rules change over time? Let's discuss why or why not. Provide examples.

- Kids Discover Magazine: Leaders and Government: Three Equal Parts (Page 8-9)
 - Kids Discover Magazine: Leaders and Government: Make a Chart (Page 18) for *assessment*
- Recognize how character traits influence people's needs and productivity within their communities through the use of a variety of sources and examples by
 - Identifying the types of characteristics and how they may drive a person to be a doer for their community.
 - Kids Discover Magazine: Leaders and Government: One World, Many Nations (Pages 14-15)
 - Kids Discover Magazine: Leaders and Government: A Playground Of Nations (Pages 16-17)
 - Kids Discover Magazine: Heroes: Heroes Who Discover (Pages 12-13)
 - Kids Discover Magazine: Heroes: You Can Be A Hero! (Pages 16-17)
 - Kids Discover Magazine: Heroes: Activity: Be A Hero (Page 18) *assessment*
 - Discuss Hawaiian values as a model for civic rules and responsibilities by
 - Identifying how can Hawaiian values be a model for civic values
 - Following Hawaiian culture helpful for democratic values
 - Learning about Hawaiian values and the importance of laulima (cooperation of many hands).
 - Defining characteristics for individuals to collaborate and solve problems, such as respect, open-mindedness, compassion, civility, persistence, collaboration, cooperation, and problem-solving
 - Watching the video ([link](#)) on being a good citizen.
 - Read aloud Nanea: American Girl.
 - Illustrating and writing about doing good deeds for civic responsibility.
 - Hawaiian values
 - Nanea Hawaiian culture
- Describe how budgeting plays a role in the economics (saving, spending, acquiring debt, investing, etc.) of their community by
 - Watching the Brain Pop Jr. on Saving and Spending (<https://jr.brainpop.com/socialstudies/economics/savingandspending/>). Complete the quizzes as a class.
 - Explaining and understanding the terms (saving, spending, acquiring debt, investing) and how it positively and negatively affects spending.
 - Kids Discover Magazine: Goods and Services: What To Buy (Pages 4-5)
 - Kids Discover Magazine: Goods and Services: Spending Decisions (Pages 6-7)

Interdisciplinary Connections

Speaking and Listening

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.

- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Reading Literature

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

SEL (Open Circle) Lessons

Open Circle: Unit 1: Beginning Together, *Classroom Rules*

Open Circle: Unit 1: Beginning Together, *Nonverbal Signals*

Open Circle: Unit 5: Problem Solving, *Being a Positive Leader*

NJSLS 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.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.
- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP6 Model integrity, ethical leadership, and effective management.

Social Emotional Learning Competencies

- **Self-Awareness**: the ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Daily check-in on student feelings

- **Self-Management**: the ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Student use of calming station
 - Individual brain break
 - Use of fidget toys

- **Social Awareness**: the ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Giving compliments and constructive feedback on the effort of others

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Turn-and-talk using accountable talking stems

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules developed by students
 - Accountable talking stems

Diversity Mandate Read-Aloud Lesson Plans

October: *The Story of Ruby Bridges* by Robert Coles

NJSLS Computer Science Design Thinking

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas

through a network.

- Investigators Gone Global

8.1.2.AP.5: Describe a program’s sequence of events, goals, and expected outcomes.

New Jersey Commission on Amistad Commission

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).

- Explore how Jackie Robinson's life and the challenges that were placed upon him as he became a baseball player by
 - Understanding how rules and laws impacted his life.
 - Describing how things were not fair and equal for all.
 - [Jackie Robinson Lesson](#)

**New Jersey Student Learning Standards for Social Studies
UNIT 2 - Geography**

Disciplinary Concept	Core Idea	Performance Expectations
Geography, People, and the Environment: Human Population Patterns	Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none">• 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).
Geography, People, and the Environment: Spatial Views of the World	A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none">• 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).
Geography, People, and the Environment:	Environmental characteristics influence the how and where people live.	<ul style="list-style-type: none">• 6.1.2.Geo.HE.4: Investigate the relationship between the physical

Human Environment Interaction		environment of a place and the economic activities found there.
Geography, People, and the Environment: Global Interconnections	Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> ● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
Geography, People and the Environment: Global Interconnections	Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> ● 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.

UNIT 2 - Geography

Essential Questions

- What factors (e.g., landforms, climate, weather, resource availability) do humans use to determine where to live?
- How can different types of maps and globes help us to understand our world?
- How can different climates, landscapes, and waterways influence how and where people live?
- What technologies can be used in the cultures and their surrounding environments?
- Why is it important for people to have relationships around the world to support one another? (trade, military, etc.)
- How do natural disasters transform our geography?
- How does climate change create natural disasters? Why is it important to be informed about climate change locally and globally? (activism)

Student Learning Objectives

Students will be able to:

- Review the difference between rural, suburban, and urban communities.
- 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).
- Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols) and purposes (wayfinding, thematic).
- Investigate the relationship between the physical environment of a place and the economic activities found there.
- Use technologies to understand the culture and physical characteristics of regions.
- Investigate a global issue such as climate change and its significance, and share information about how it impacts different regions around the world.
- Identify characteristics of climate change and its impact on communities.

Modifications

<p>English Language Learners</p>	<ul style="list-style-type: none"> ● Preview content vocabulary ● Visual clues (pictures) ● Repeated directions ● Check for understanding ● Ask pointed questions ● Pre-teaching of vocabulary by ESL teacher ● Breakdown language by giving several examples that help to make meaning ● Instructional aides in a classroom setting ● Peer models ● English language support for parents of non-English speaking students. <ul style="list-style-type: none"> ○ Ex: Teacher created a dictionary with classroom pictures and labels in English and student's first language ● Students may employ the use of Google Translator on laptops and ipads, requirements for the final project will be less than that of the general population ex: 3 slides on Google presentation rather than five or more. Or labeling a picture rather than writing at length. ● Speak slowly, clearly, and use gestures ● Simplify language. Avoid idioms, slang, and sarcasm ● Pair student with a buddy ● Maintain routines with consistent signals (ex. 10 minute warning for clean up with bell) ● Give both oral AND written directions, including visuals ● Encourage student to participate, do not force ● Accept participation at any level, even one word ● Present information in a variety of ways (pictures, videos, manipulatives) ● Rephrase questions, directions, and explanations
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504	<ul style="list-style-type: none"> ● Extended time for assignments ● Prompting, re-assurance, and tie to formulate ideas ● Visual clues (pictures) ● Preferential seating or flexible seating choices ● Repeated directions, check for understanding, ask pointed questions ● Instructional Aides in classroom settings ● Movement breaks before or during a task. ● Frequent breaks during lesson ● Behavior chart to increase focus and work completion ● Use of FM system to improve attention and support auditory information ● Sensory breaks with timers

Evidence of Learning - Assessment

Formative:

- Teacher Observations
- Magazine Comprehension Questions
- Class & Peer Discussions

- Questionnaires
- Conferring Notes
- Checklists
- Entry/Exit Tickets
- Kids Discover Magazine: Location: Activities: Classroom Map (Pages 18) *assessment*
- Kids Discover Magazine: North America: Activities: Weather Reports (Page 18) *assessment*

Benchmark:

- Social Studies Notebooks
- Self-Evaluations
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher’s Guide. Benchmark Assessments (Online Access)

Summative:

- Rubrics
- Creative Assignments
- Presentations
- Kids Discover Magazine: Location: Activities: Life in Different Communities (Page 18) *assessment*
- Kids Discover Magazine: North America: Activities: Make a Map (Pages 19) *assessment*
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher’s Guide. Location: Assessment (Page 56)
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher’s Guide. North America: Assessment (Page 84)

Alternative:

- *Group Projects* - Looking at various landscapes and their characteristics by identifying the pros and cons of living there.
- *Presentations* - Create a home and present where it would be located by giving geographical characteristics to support your why this location makes a good place to live.
- *Problem-Based Assignments* - Choose a climate change issue and highlight what effects it could have on your living environment, short term vs. long term.

Core Instructional Materials

- Kids Discover Magazines: Location and North America

- Bergen County AAPI Curriculum Project 2022 K-12

Digital Resources

- HMH ED (Digital into Social Studies)
- Epic
- National Geographic
- Newsela Social Studies
- Scholastic News
- BrainPop Jr.
- Bergen County AAPI Curriculum Project 2022 K-12
 - [Climate Change Lessons](#)
 - [Climate Change Coloring Pages](#)
 - [Video: Geography of Asia Made Easy](#)
 - [Video: Learn about the amazing continent of Asia](#)
 - [Asia Coloring Page](#)

Suggested Learning Activities Directly Connected to Student Learning Objectives

- Review the difference between rural, suburban, and urban communities by:
 - Reading the Summer in My Community Scholastic News (<https://sn2.scholastic.com/etc/classroom-magazines/reader.html?id=12-090419>)
 - Completing the Compare Communities Graphic Organizer (<https://sn2.scholastic.com/content/dam/classroom-magazines/sn2/issues/2019-20/090419/SN2-090119-Community-SKILL-Chart.pdf>)
- 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) by
 - Exploring what makes Oradell a good community to live in. Why do you think people move to Oradell (train to NYC, close to other communities, closer to work, etc.)
 - Discussing why people may move to a location in the midwest, near mountains, near the ocean, closer to a city, suburb or farming community.
 - Kids Discover Magazine: Location: Where You Live (Pages 12-13)
 - Kids Discover Magazine: Location: Activities: Life in Different Communities (Page 18) *assessment*
- Map Properties: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic) by

- Locating and labeling the following things on a blank map of the world: the seven continents, the five oceans, the equator, etc.
- Filling in a blank compass with the cardinal and intermediate directions.
- Completing a map by filling in the missing symbols or elements of the key.
- Creating a map of a physical location by creating a key to show what symbols represent.
 - Kids Discover Magazine: Location: From Photo to Map (Pages 4-5)
 - Kids Discover Magazine: Location: Maps Show Location (Pages 6-7)
 - Kids Discover Magazine: Location: Use a Map (Pages 8-9)
 - Kids Discover Magazine: Location: Activities: Classroom Map (Page 18) *assessment*
 - Kids Discover Magazine: North America: Using a Landform Map (Pages 8-9)
 - Kids Discover Magazine: North America: North America From Space (Pages 10-11)
 - Kids Discover Magazine: North America: Activities: Make a Map (Page 19) *assessment*
- Investigate the relationship between the physical environment of a place and the economic activities found thereby.
 - Discussing why people may choose to live near a body of water long ago? What would this provide them? How did they survive? Consider reading a book on Native Americans.
 - Kids Discover Magazine: North America: Countries in North America (Pages 2-3)
 - Kids Discover Magazine: North America: Bodies of Water in North America (Pages 4-5)
 - Kids Discover Magazine: North America: Landforms in North America (Pages 6-7)
 - Kids Discover Magazine: North America: Activities: Weather Reports (Page 18) *assessment*
- Use technologies to understand the culture and physical characteristics of regions by
 - Using Google Earth check out various regions around the world and notice the different physical characteristics.
 - Understanding what a globe is. View the classroom globe and discuss what you notice. Make a chart of observations.
 - Understanding maps using the National Geographic Exploring Science Book (page 100).
 - Kids Discover Magazine: Location: Your Place In The World (Pages 10-11)
 - Kids Discover Magazine: Location: Mapping The World (Pages 14-15)
- Investigators Gone Global: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world by:
 - Discussing the definition of climate change.
 - Exploring the NasaKids website to learn about climate change's effects on the Great Coral Reef by creating coral bleaching (<https://climatekids.nasa.gov/coral-bleaching/>).
 - Reading and completing the Orca and Climate Change article

(<https://jamboard.google.com/d/1qnhGGrlDEIfTyLiNK7CKcYqs49JG3Ej7UVX7RkC5Wwl/edit?usp=sharing>).

- Kids Discover Magazine: Location: Maps Change Over Time (Pages 16-17)
- Kids Discover Magazine: North America: What Grows There (Pages 14-15)
- Identify characteristics of climate change and its impact on communities by:
 - Learning about natural disasters and building devastations such as tornadoes, hurricanes, and earthquakes.
 - Making a poster to identify a natural disaster and the impact it has on a community.
 - Kids Discover Magazine: North America: Seasons and Climate (Pages 12-13)
 - Kids Discover Magazine: North America: World Regions (Pages 16-17)

Interdisciplinary Connections

Speaking and Listening

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.

- D. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- E. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- F. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Reading Informational Texts

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

NJSLS Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 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).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership, and effective management.
- CLKSP9 Work productively in teams while using cultural/global competence.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Daily check-in on student feelings
- **Self-Management**: the ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Student use of calming station
 - Individual brain break
 - Use of fidget toys
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Giving compliments and constructive feedback on the effort of others
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Turn-and-talk using accountable talking stems
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions

- Connections:
 - Class rules developed by students
 - Accountable talking stems

NJSLS Computer Science Design Thinking

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

- Investigators Gone Global

8.1.2.DA.3: Identify and describe patterns in data visualizations.

- Investigators Gone Global

8.1.2.DA.4: Make predictions based on data using charts or graphs.

- Investigators Gone Global

**New Jersey Student Learning Standards for Social Studies
UNIT 3 - Communities and Resources**

Disciplinary Concept	Core Idea	Performance Expectations
Economics, Innovation, and Technology: Economic Ways of Thinking	Individuals make decisions based on their needs, wants, and the availability of resources.	<ul style="list-style-type: none"> ● 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
Economics, Innovation, and Technology: Exchange and Markets	Goods and services are produced and exchanged in multiple ways.	<ul style="list-style-type: none"> ● 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. ● 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today and in the past (e.g., purchase, borrow, barter).

Economics, Innovation, and Technology: National Economy	The availability of resources influences current and future economic conditions.	<ul style="list-style-type: none"> 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
Economics, Innovation, and Technology: Global Economy	There are benefits to trading goods and services with other countries.	<ul style="list-style-type: none"> 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

UNIT 3 - Communities and Resources

Essential Questions

- Explain the difference between wants and needs?
- Why do individuals make decisions based on their needs, wants, and the availability of resources?
- How are goods made and transported in communities?
- What types of services can you observe within your community?
- How does capital influence the economic conditions within a community?
- Why is it important for people to have relationships around the world to support one another? (trade, military, etc.)
- How does the geographic location impact the types of trades and transportation available between nations?
- How has technology changed the way people exchange goods and services?

Student Learning Objectives

Students will be able to:

- Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- Identify the ways in which people exchange(d) goods and services today and in the past (e.g., purchase, borrow, barter).
- Describe how supply and demand influence the price and output of products.
- Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic

conditions.

- Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

Modifications

English Language Learners

- Preview content vocabulary
- Visual clues (pictures)
- Repeated directions
- Check for understanding
- Ask pointed questions
- Pre-teaching of vocabulary by ESL teacher
- Breakdown language by giving several examples that help to make meaning
- Instructional aides in a classroom setting
- Peer models
- English language support for parents of non-English speaking students.
 - Ex: Teacher created a dictionary with classroom pictures, and labels in English and student's first language
- Students may employ the use of Google Translator on laptops and ipads; requirements for the final project will be less than that of the general population ex: 3 slides on Google presentation rather than five or more. Or labeling a picture rather than writing at length.
- Speak slowly, clearly, and use gestures
- Simplify language. Avoid idioms, slang, and sarcasm
- Pair student with a buddy
- Maintain routines with consistent signals (ex. 10-minute warning for a clean up with bell)
- Give both oral AND written directions
- Encourage the student to participate, do not force
- Accept participation at any level, even one word
- Present information in a variety of ways (pictures, videos, manipulatives)
- Rephrase questions, directions, and explanations

Special Education

- Leveled texts (H-L)
- Online Epic leveled texts or read to you materials
- Multisensory instruction
- Visual aides for establishing routines
- Checklists
- Timers

	<ul style="list-style-type: none"> • Word Banks • Multiple choice • Matching pictures to words • Picture supports, models, picture/online dictionary • Movement breaks before or during a task. • Frequent breaks during lesson
At-Risk	<ul style="list-style-type: none"> • Support students during difficult transitions • Connect families to schools and school activities • Make lessons relevant to student lives and needs • Use student strengths to promote high self-esteem • Communicate high expectations for students' performance • Encourage and facilitate school involvement and extracurricular activities
Gifted and Talented	<ul style="list-style-type: none"> • Inquiry-based learning by child's preference or interest. • Use of technology for research and/or presentation. • Expected usage of specific vocabulary terms. • Child-generated rubrics with set expectations. • Open-ended assignments • Independent research or study. • Provide multiple sources for obtaining information. • Self-monitoring goals and objectives.
504	<ul style="list-style-type: none"> • Extended time for assignments • Prompting, re-assurance, and tie to formulate ideas • Visual clues (pictures) • Preferential seating or flexible seating choices • Repeated directions, check for understanding, ask pointed questions • Instructional Aides in classroom settings • Movement breaks before or during a task. • Frequent breaks during lesson • Behavior chart to increase focus and work completion • Use of FM system to improve attention and support auditory information • Sensory breaks with timers
<u>Evidence of Learning - Assessment</u>	

Formative:

- Teacher Observations
- Magazine Comprehension Questions
- Class & Peer Discussions
- Questionnaires
- Conferring
- Checklists
- Entry/Exit Tickets
- Kids Discover Magazine: Communities and Resources: Activities: Create a Flowchart (Page 18) *assessment*

Benchmark:

- Social Studies Notebooks
- Self-Evaluations
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher's Guide. Benchmark Assessments (Online Access)
- Kids Discover Magazine: Why People Work: Activities: Ideas For Income (Page 18) *assessment*

Summative:

- Rubrics
- Creative Assignments
- Presentations
- Kids Discover Magazine: Communities and Resources: Activities: Keep a Log (Page 18) *assessment*
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher's Guide. Communities and Resources: Assessment (Page 112)
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher's Guide. Why People Work: Assessment (Page 252)

Alternative:

- *Group Projects/Presentations* - Generate a way to make money and present it to the class. What would you need to start, how would you make money, and what would you use the money for?

- *Concept Maps* - Show ways to exchange goods and services by borrowing, bartering, and purchasing with others.
- *Project-Based Assignments* - Find an item produced overseas and describe where and how it's sold in the USA.
- *Problem-Based Assignments* - What happens when there is a shortage of goods? (Ex, baby formula, gas, fruits, veggies, etc.) How does it impact your family, community, and world?

Core Instructional Materials

- Kids Discover Magazines: Communities and Resources and Why People Work
- Bergen County AAPI Curriculum Project 2022 K-12

Digital Resources

- HMH ED (Digital into Social Studies)
- Epic
- National Geographic
- NewsEla Social Studies
- Scholastic News
- BrainPop Jr.

Suggested Learning Activities Directly Connected to Student Learning Objectives

- Explain the impact that decisions about savings, debt, and investment can have on individuals' lives by
 - Reading aloud Coolies by Yin (East Asian/Chinese)
 - Identifying your needs and wants. Then, creating ways to earn money to purchase those items.
 - Open Circle: Supplementary Lesson 10, *Showing Respect for One Another*
 - Discussing what happens when you want to make a big purchase such as a house, car, college, etc., and you do not have enough money. Showing how that creates debt and how a budget is needed
 - Kids Discover Magazine: Why People Work: Working to Make Money (Pages 4-5)
 - Kids Discover Magazine: Why People Work: Money Choices (Pages 6-7)
 - Kids Discover Magazine: Why People Work: Activities: Ideas For Income (Page 18)
- Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities by
 - Discussing goals to understand that a long-term goal is one that has delayed gratification (like becoming a professional baseball player or entrepreneur) and a short-term goal has more immediate results (like finishing a book by the end of the week)
 - Explaining how saving money is an example of a long-term goal and why it is beneficial
 - Kids Discover Magazine: Communities and Resources: Farms of Today (Pages 14-15)

- Kids Discover Magazine: Why People Work: Producers and Consumers (Page 2-3)
 - Kids Discover Magazine: Why People Work: Activities: Make a Poster (Page 18)
- Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter) by
 - Watching the video on barter and trading throughout time and discussing (<https://www.youtube.com/watch?v=TrOgdem-WkE>).
 - Discussing goods and services by playing the Lemonade Stand game (<https://www.hoodamath.com/games/lemonadestand.html>). Determine how as a business owner, you will spend your money on supplies and charge a price for lemonade to make a profit.
 - Global Market: Discuss how people can purchase products online they may need from vendors globally.
 - Completing the following lessons to learn more about living in a community
 - Reading aloud Ohana Means Family by Ilima Loomis (Pacific Islander/Hawaiian)
 - Ohana Means Family Lesson Plan
 - Grapevine Lesson Plan- Communities and Goods
 - Kids Discover Magazine: Communities and Resources: Food Production: Long Ago and Today (Pages 8-9)
 - Kids Discover Magazine: Communities and Resources: Down On The Farm (Pages 10-11)
 - Kids Discover Magazine: Communities and Resources: Farms of Yesterday (Pages 12-13)
 - Kids Discover Magazine: Communities and Resources: Activities: Create a Flowchart (Page 18) *assessment*
- Describe how supply and demand influence price and output of products by engaging in a discussion around the following topics:
 - When there is an abundance of goods or a particular service, the cost is low
 - When there is weak/no demand for a particular good or service, the cost is low
 - When there is a scarcity of goods or a particular service, the cost is high
 - When there is high demand for a particular good or service, the cost is high
 - Kids Discover Magazine: Communities and Resources: From Farm to Table (Pages 16-17)
 - Kids Discover Magazine: Why People Work: Strawberries for Sale (Pages 8-9)
 - Industrialized Products: How have people made making or getting materials more convenient? For example, when people long ago worked in factories to pack containers, tubes, etc. Now machine technology has revolutionized this.
- Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions by
 - Watching the Kids Academy video on Human, Capital & Natural Resources for Kids (<https://www.youtube.com/watch?v=b8uJQP08yq0>).
 - Watching and discussing the BrainPOPJr. On Natural Resources

(<https://jr.brainpop.com/science/conservation/naturalresources/>).

- Keeping a log of natural resources you use throughout your day. Tally how many times you use that resource and then compare and contrast with a classmate.
 - Kids Discover Magazine: Communities and Resources: What Are Natural Resources? (Page 2-3)
 - Kids Discover Magazine: Communities and Resources: Using Our Resources (Pages 4-5)
 - Kids Discover Magazine: Communities and Resources: Caring For Our Resources (Pages 6-7)
 - Kids Discover Magazine: Communities and Resources: Activities: Keep a Log (Page 18) *assessment*
- Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically by
 - Making a poster showing items that you love to eat and where they come from.
 - Kids Discover Magazine: Why People Work: Markets Around The World (Pages 10-11)
 - Kids Discover Magazine: Why People Work: A Factory Tour (Pages 12-13)
 - Kids Discover Magazine: Why People Work: We Are All Connected (Pages 14-15)
 - Kids Discover Magazine: Why People Work: Buying and Selling Across the World (Pages 16-17)

Interdisciplinary Connections

Speaking and Listening

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.

- G. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- H. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- I. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SEL (Open Circle) Lessons

Open Circle: Unit 1: Beginning Together: *Ways We Are the Same and Different*

NJSLS Career Readiness, Life Literacies, and Key Skills

- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (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.PB.2: Explain why an individual would choose to save money.
- 9.2.2.CAP.4: List the potential rewards and risks to starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership, and effective management.
- CLKSP9 Work productively in teams while using cultural/global competence.

Social Emotional Learning Competencies

- **Self-Awareness**: the ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Daily check-in on student feelings
- **Self-Management**: the ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Student use of calming station
 - Individual brain break
 - Use of fidget toys
- **Social Awareness**: the ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Giving compliments and constructive feedback on the effort of others
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts

- Connections:
 - Turn-and-talk using accountable talking stems
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules developed by students
 - Accountable talking stems

NJSLS Computer Science Design Thinking

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network
- Industrialized Products
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- Industrialized Products
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- Industrialized Products

New Jersey Commission on Asian American and Pacific Islanders

- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

[Ohana Means Family Lesson Plan](#)

New Jersey Student Learning Standards for Social Studies UNIT 4 - World Perspectives		
Disciplinary Concept	Core Idea	Performance Expectations
History, Culture, and Perspectives: Understanding	Two or more individuals can have a different understanding of the same event.	<ul style="list-style-type: none"> ● 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and

Perspectives		make inferences about why there are different accounts of the same event.
History, Culture, and Perspectives: Historical Sourcing and Evidence	The nature of history involves stories of the past preserved in a variety of sources.	<ul style="list-style-type: none"> 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).
History, Culture, and Perspectives: Historical Sourcing and Evidence	Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	<ul style="list-style-type: none"> 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).
Geography, People, and the Environment: Global Interconnections	Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
Civics, Government, and Human Rights: Civic Mindedness	Certain character traits can help individuals become productive members of their community.	<ul style="list-style-type: none"> 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

UNIT 4 - World Perspectives

Essential Questions

- How can there be multiple sides to the same story? Consider how individuals all have their own perspectives?
- How do a person's past, present, and future circumstances shape their perspectives?
- Why are accounts of history different? How can we make inferences about these sources: personal accounts, oral history, and written accounts that describe the same events?
- How did people record history throughout time? (hieroglyphics, photographs, songs, oral history, diaries, letters, folk tales, etc.)
- How can historical data help us to investigate the development of a community?
- How or why can people living in various regions of the world have alternating perspectives?

Student Learning Objectives

Students will be able to:

- Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- Consider how individuals have various perspectives.
- Act as historians to 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).
- 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).
- Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Modifications	
English Language Learners	<ul style="list-style-type: none">● Preview content vocabulary● Visual clues (pictures)● Repeated directions● Check for understanding● Ask pointed questions● Pre-teaching of vocabulary by ESL teacher● Breakdown language by giving several examples that help to make meaning● Instructional aides in classroom setting● Peer models

	<ul style="list-style-type: none"> ● English language support for parents of non-English speaking students. <ul style="list-style-type: none"> ○ Ex: Teacher created a dictionary with classroom pictures and labels in English and student's first language ● Students may employ the use of Google Translator on laptops and ipads, requirements for the final project will be less than that of the general population ex: 3 slides on Google presentation rather than five or more. Or labeling a picture rather than writing at length. ● Speak slowly, clearly, and use gestures ● Simplify language. Avoid idioms, slang, and sarcasm ● Pair student with a buddy ● Maintain routines with consistent signals (ex. 10 minute warning for clean up with bell) ● Give both oral AND written directions ● Encourage student to participate, do not force ● Accept participation at any level, even one word ● Present information in a variety of ways (pictures, videos, manipulatives) ● Rephrase questions, directions, and explanations
<p>Special Education</p>	<ul style="list-style-type: none"> ● Leveled texts (H-L) ● Online Epic leveled texts or read to you materials ● Multisensory instruction ● Visual aides for establishing routines ● Checklists ● Timers ● Word Banks ● Multiple choice ● Matching pictures to words ● Picture supports, models, picture/online dictionary ● Movement breaks before or during a task. ● Frequent breaks during lesson
<p>At-Risk</p>	<ul style="list-style-type: none"> ● Support students during difficult transitions ● Connect families to schools and school activities ● Make lessons relevant to student lives and needs ● Use student strengths to promote high self-esteem ● Communicate high expectations for students' performance ● Encourage and facilitate school involvement and extracurricular activities ● Provide examples of questions students may generate to research about town if needed. <ul style="list-style-type: none"> ○ Examples to the model may include:

	<ul style="list-style-type: none"> ■ Who or what shaped their identity? ■ What are some historical events, places, or people that came from the formation of that town? ■ What makes the town unique?
Gifted and Talented	<ul style="list-style-type: none"> ● Inquiry-based learning by child's preference or interest. ● Use of technology for research and/or presentation. ● Expected usage of specific vocabulary terms. ● Child-generated rubrics with set expectations. ● Open-ended assignments ● Independent research or study. ● Provide multiple sources for obtaining information. ● Self-monitoring goals and objectives.
504	<ul style="list-style-type: none"> ● Extended time for assignments ● Prompting, re-assurance and tie to formulate ideas ● Visual clues (pictures) ● Preferential seating or flexible seating choices ● Repeated directions, check for understanding, ask pointed questions ● Instructional Aides in classroom settings ● Movement breaks before or during a task. ● Frequent breaks during lesson ● Behavior chart to increase focus and work completion ● Use of FM system to improve attention and support auditory information ● Sensory breaks with timers

Evidence of Learning - Assessment

Formative:

- Teacher Observations
- Magazine Comprehension Questions
- Class & Peer Discussions
- Questionnaires
- Conferring

- Checklists
- Entry/Exit Tickets
- Kids Discover Magazine: Family Histories: Activities: Life “Back Then” (Page 18) *assessment*
- Kids Discover Magazine: A World of Culture: Activities: Tell a Story (Page 18) *assessment*
- Kids Discover Magazine: America’s Beginnings: Activities: Make a Model (Page 18) *assessment*

Benchmark:

- Social Studies Notebooks
- Self-Evaluations
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher’s Guide. Benchmark Assessments (Online Access)
- Kids Discover Magazine: A World of Culture: Make a Presentation (Page 18) *assessment*

Summative:

- Rubrics
- Creative Assignments
- Presentations
- Kids Discover Magazine: Family Histories: Activities: A Family History Storyboard (Page 18) *assessment*
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher’s Guide. Family Histories: Assessment (Page 140)
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher’s Guide. America’s Beginnings: Assessment (Page 168)
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher’s Guide. A World of Culture: Assessment (Page 224)

Alternative:

- Group Projects/Presentations - Based on a topic of your choosing, use primary sources to research and teach others about a historical event. Include a variety of sources (such as photographs, paintings, cartoons, etc.)
- Concept Maps - Create multiple ways to show how people communicated throughout history by providing specific examples, regions, cultures, and/or time periods.
- Project-Based Assignments - Interview an elder in your family or community by asking specific questions about the past

and presenting them to your peers. What are some significant differences between yesterday and today?

- Kids Discover Magazine: [America's Beginnings](#): Activities: Draw a Symbol or Memorial (Page 18) *assessment*

Core Instructional Materials

- Kids Discover Magazines: [Family Histories](#), [America's Beginnings](#), and [A World of Culture](#)
- Bergen County AAPI Curriculum Project 2022 K-12

Digital Resources

- HMH ED (Digital into Social Studies)
- Epic
- National Geographic
- NewsEla Social Studies
- Scholastic News
- BrainPop Jr.
- Bergen County AAPI Curriculum Project 2022 K-12: Ancient Animals at Work
 - Read Aloud: [How the Camel Got His Hump?](#)
 - [Lesson Plan](#)

Suggested Learning Activities Directly Connected to Student Learning Objectives

- Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event by
 - Looking at various resources and discussing why some information has changed. (i.e., Research around King Tut's death) Ask students what they notice. How is the information different from the past to the present? What caused these changes?
 - Kids Discover Magazine: [Family Histories](#): A Time Line of Life (Pages 12-13)
 - Kids Discover Magazine: [Family Histories](#): Activities: Life "Back Then" (Page 18) *assessment*
 - Kids Discover Magazine: [America's Beginnings](#): Exploring and Settling North America (Pages 4-5)
 - Kids Discover Magazine: [America's Beginnings](#): First Steps to Freedom (Pages 6-7)
 - Kids Discover Magazine: [A World of Culture](#): So Many Cultures! (Pages 2-3)
 - Ancient Animals at Work: (AAPI Curriculum Project 2022) 6.1.2.HistorySE.2:
 - Learn about trade in ancient society through a close reading of art and related text.
 - Identify ways the artist conveys the camel's role in this community; and
 - Create a clay sculpture of an animal at work.

- Read Aloud: [How the Camel Got His Hump?](#)
 - [Lesson Plan](#)
- Consider how individuals have various perspectives through discussion of the lesson below:
 - Open Circle: Supplementary Lesson 1, Interviewing
 - Interviewing a family member to learn about what life was like in the past.
 - Have students generate their questions about what they would like to learn about life in the past after reading some examples of family history.
 - Kids Discover Magazine: [Family Histories](#): We Are Family (Pages 2-3)
 - Kids Discover Magazine: [Family Histories](#): Linking The Present To the Past (Pages 6-7)
 - Kids Discover Magazine: [Family Histories](#): Picturing a Family History (Pages 8-9)
 - Kids Discover Magazine: [Family Histories](#): A Family Tree (Pages 10-11)
 - Kids Discover Magazine: [America's Beginnings](#): War for Freedom (Pages 8-9)
 - Kids Discover Magazine: [A World of Culture](#): Rice, Please! (Pages 4-5)
 - Kids Discover Magazine: [A World of Culture](#): Cultures and Values (Pages 6-7)
- Act as historians to 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) by.
 - Revisiting Ruby Bridges and looking at the images presented in the story.
 - Reading Ruby Bridges on Reading A-Z and comparing the stories, photographs, images, etc.
 - Reading on Newsela Social Studies Ruby Bridges and comparing the stories, photographs, images, etc.
 - Kids Discover Magazine: [Family Histories](#): Remembering the Past (Pages 14-15)
 - Kids Discover Magazine: [Family Histories](#): Activities: A Family History Storyboard (Page 18) *assessment*
 - Kids Discover Magazine: [America's Beginnings](#): Father Of Our Country (Pages 10-11)
 - Kids Discover Magazine: [A World of Culture](#): A History of Cultures (Pages 8-9)
 - Kids Discover Magazine: [A World of Culture](#): Activities: Tell a Story (Page 18) *assessment*
 - Kids Discover Magazine: [A World of Culture](#): Make a Presentation (Page 18) *assessment*
 - Online Historians: Discuss how individuals can share their stories or family history online. For example, on Ancestry.com.
- Use historical data from a variety of sources to investigate the development of a local community by (e.g., origins of its name, originating members, important historical events and places).
 - Taking Bergen County towns, breaking the class up into research teams to discover how the community became a town.
 - Have students generate their own questions that they would like to find out about the town.

- Teachers will visit the groups to support the creation of questions if needed.
 - Kids Discover Magazine: Family Histories: Past and Present (Pages 4-5)
 - Kids Discover Magazine: Family Histories: Primary and Secondary Sources (Pages 16-17)
 - Kids Discover Magazine: America's Beginnings: American Indians (Pages 2-3)
 - Kids Discover Magazine: America's Beginnings: Our American Heritage (Pages 14-15)
 - Kids Discover Magazine: America's Beginnings: American Holidays (Pages 16-17)
 - Kids Discover Magazine: America's Beginnings: Activities: Draw a Symbol or Memorial (Page 18) *assessment*
 - Kids Discover Magazine: A World of Culture: Cultures Today (Pages 12-13)
 - Kids Discover Magazine: A World of Culture: Celebrating Culture (Pages 14-15)
- Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions by
 - Revisiting previously learned information and creating solutions to these environmental issues or studying a new one.
 - Exploring the NasaKids website to learn about climate change's effects on the Great Coral Reef by creating coral bleaching (<https://climatekids.nasa.gov/coral-bleaching/>).
 - Reading and completing the Orca and Climate Change article (<https://jamboard.google.com/d/1qnhGGrlDEIfTyLiNK7CKcYqs49JG3Ej7UVX7RkC5Wwl/edit?usp=sharing>).
 - Kids Discover Magazine: America's Beginnings: Fighting For Freedom (Pages 12-13)
 - Kids Discover Magazine: America's Beginnings: Activities: Make a Model (Page 18) *assessment*
 - Kids Discover Magazine: A World of Culture: Ellis Island: The Gateway to America (Pages 10-11)
 - Kids Discover Magazine: A World of Culture: Sharing Culture (Pages 16-17)

Interdisciplinary Connections

Speaking and Listening

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.

- J. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- K. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- L. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Reading Literature

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

SEL (Open Circle) Lessons

Open Circle: Unit 3 Strengthening Relationships Lessons 12-16

NJSLS Career Readiness, Life Literacies, and Key Skills

- 9.4.2.Cl.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.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership, and effective management.
- CLKSP9 Work productively in teams while using cultural/global competence.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Daily check-in on student feelings
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Student use of calming station
 - Individual brain break
 - Use of fidget toys

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Giving compliments and constructive feedback on the effort of others

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Turn-and-talk using accountable talking stems

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules developed by students
 - Accountable talking stems

Diversity Mandate Read-Aloud Lesson Plans

May/June: *The World Needs More Purple People* by Kristen Bell and Benjamin Hart

NJSLS Computer Science Design Thinking

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

- Online Historians

[New Jersey Commission on Holocaust Education](#)

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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).

Read *The Colors of Us* by Karen Katz.

Watch the video *Color of Me* by Sesame Street

Objectives:

- Identifying physical characteristics that make people unique and special.
- Understanding that each of us is unique and special by understanding our unique character traits.
- Recognizing the contributions people give to one another by supporting and understanding our strengths and weaknesses, talents, and hobbies.
- To understand that the color of humanity brings variety and pleasure to our lives
- Thinking about and explaining ways that a person can be more thoughtful and considerate of others by using kind words and actions.
- Being aware that everyone brings a unique perspective, story, culture, religion, self, etc., and that we need to value everyone's differences.

[Lesson](#)
[Song](#)