



Social Studies Department
Second Grade

Developed By: Flavia Groeling

Effective Date: Fall 2021/2

Scope and Sequence

Month	Unit Number	Unit Name
September	Unit 1	Geography
October	Unit 1	Geography
November	Unit 1 / Unit 2	Geography/Economics
December	Unit 2	Economics
January	Unit 2	Economics
February	Unit 3	History
March	Unit 3	History
April	Unit 3 / Unit 4	History/ Civics
May	Unit 4	Civics
June	Unit 4	Civics

Unit 1

Geography

Summary and Rationale

Physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations. In this unit, students will recognize the different elements of a community and the role our homes play in the community. They will learn about rural, suburban, and urban communities. Students will explore the key components of a map and be able to describe geographical elements such as lakes, mountains, plains, oceans, deserts, valleys, rivers, and islands.

Recommended Pacing

8 -10 weeks

Standards

NJSLS

6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
6.1.2.Geo.SV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
6.1.2.Geo.SV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
6.1.2.Geo.SV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
6.1.2.Geo.SV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
6.1.2.Geo.HE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.Geo.HE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
6.1.2.Geo.HE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.

6.1.2.Geo.GI.1	Explain why and how people, goods, and ideas move from place to place.
6.1.2.Geo.GI.2	Use technology to understand the culture and physical characteristics of regions.
6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
CCSS-ELA - Reading	
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.3	Describe how characters in a story respond to major events and challenges.
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.
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.
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
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.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.A	Read grade-level text with purpose and understanding.

RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL.2.1.A	Follow agreed-upon rules 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).
SL.2.1.B	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1.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.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2.D	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5.A	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
CCSS-ELA - Writing	

W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Social Justice Standards (As Applicable)	
ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
ID.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
ID.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
ID.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
Instructional Focus	
Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> ● A map is a symbolic representation of selected characteristics of a place. ● Geographic data can be used to identify cultural and environmental characteristics of places. ● Physical and human characteristics affect where people live (settle). ● People use goods from local and distant places to meet their daily needs. ● Environmental characteristics influence how and where people live. ● Global interconnections occur in both human and physical systems across different regions of the world. 	<ul style="list-style-type: none"> ● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
Unit Inquiry Question(s) → How does geography affect our community? <ul style="list-style-type: none"> - Lesson 1 - What is a community? - Lesson 2 - How are communities different? - Lesson 3 - How do we use maps? - Lesson 4 - What is geography? 	
Objectives (SLO)	

Students will:

- recognize the different elements of a community and the role our homes play in the community.
- describe a rural, suburban, and urban community.
- recognize the key components of a map.
- use map reading skills to answer questions about different locations.
- identify and describe the following physical features- lakes, mountains, plains, oceans, deserts, valleys, rivers, and islands.

Students will be able to:

- identify four places found in a community: places where people live, work, play, and solve problems.
- recognize the different elements of a community and the role their homes play in the community.
- design a community that includes places to live, work, play, and solve problems.
- design a badge that shows what they know about their community.
- examine visual clues to sort communities into three types: rural, suburban, and urban.
- explain three types of communities and analyze photographs of people living, working, and having fun in those communities.
- demonstrate what they might do when visiting the three types of communities.
- identify various types of maps and determine when to use them.
- explain the key components of a map.
- apply map reading skills to answer questions about different locations.
- create a map of their community by drawing their community and labeling all the different key components of their map.
- dramatize the physical features on a map.
- use a political map of the United States to answer questions and learn more about the states.
- design their own continent to show understanding of key physical features.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [Lesson 1 TCI Assessment](#) What is a community?
- [Lesson 2 TCI Assessment](#) How are communities different?
- [Lesson 3 TCI Assessment](#) How do we use maps?
- [Lesson 4 TCI Assessment](#) What is geography?
- [TCI - Unit 1: Inquiry Project](#)

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- *Communities* by Barbara Brannon (Benchmark Education)
- *Serving the Community* by Talia Reed (National Geographic)

- [TCI Map Images](#)
- TCI Social Studies Alive - Enhancing Learning Resources (literature, websites, activities)
 - [Lesson 1: What is a Community?](#)
 - [Lesson 2: How Are Communities Different?](#)
 - [Lesson 3: How Do We Use Maps?](#)
 - [Lesson 4: What Is Geography?](#)

Technology Tools:

- Chromebooks
- LCD Projectors

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education/504:

- Lesson 1: Modify the Activity Notes for students. For the Hands-On Activity Notes, provide students with three pairs of unmatched problems and solutions, and ask students to match them. For the Summary, ask students to complete the badge for only two of the four types of places.
- Lesson 1: Have pairs read and complete only one or two sections of their Activity Notes. Then use the Answer Key to debrief all the answers as a class and to answer questions
- Lesson 2: After students have identified features of their community, have them draw a picture of their community. Help them label the features that identify the community as urban, rural, or suburban. The labeled pictures will reinforce the features that define the community as urban, rural, or suburban.
- Lesson 2: Where students are asked to read multiple sections and complete the related reading notes at once, break up the reading and notes. Have students read and complete the reading notes one section at a time. Check their answers between each section.
- Lesson 3: When working with maps, provide one-step directions for them to follow until they have mastered the use of the compass rose. For example, tell students: Start at the bank and go east. Then ask: Where will you be? Add subsequent directions as students are ready.
- Lesson 3: Have volunteers read each section aloud while the rest of the class follows along. Complete the reading notes as a class, and make sure that students understand the main ideas of the section before moving on.
- Lesson 4: Have students create hand symbols or actions for the terms *mountain, valley, desert, plain, river, lake, island, ocean, climate,* and *continent* that will help students make connections to each of these using their bodies. For example, students could show a mountain by standing up with their arms extended above their heads and palms together (like the letter A). They could show a river by wiggling their hands in front of them like snakes. Encourage students to use these symbols during the song and throughout the year to reinforce their understanding of geographic features.
- Lesson 4: In Extension: Playing the U.S. State Game, some questions include the color of states on the map to help students locate them. Where color is not included, consider providing it to help students identify the state in question.
- Lesson 4: Conduct a pre-reading session before students read each section. For each numbered section, ask, *What is the title of this section? What are the headings in this section? What do you see in the image? What do you already know about the heading topic? What do you want to know about this topic?* Then have students read and complete the corresponding Activity Notes for this section. Review the answers as a class. Repeat these steps as needed for each section.

MLL:

- Lesson 1: When discussing the different places in a community, have students draw pictures of themselves or their families in each of those places that are specific to their lives. For example, they can draw and label themselves and their families in their own home, a place they go to have fun, and a place where a family member

works. This personal connection will help students transfer the concepts to the fictional community they help create during the activity.

- Lesson 2: Point out that English words are often similar to words in other languages. For example, in Spanish the word *rural* is *rural*, *suburban* is *suburbano*, and *urban* is *urbano*. Tell students that when they see an unfamiliar word, they should think about whether they know a word in their first language that looks like it. Additionally, pause the video to give students more time to read and answer their journal questions.
- Lesson 3: Start by pre-teaching the vocabulary terms (*map key*, *symbol*, *map grid*, *com-pass*, *compass rose*) in context to familiarize students with using them throughout the lesson. Consider allowing students to work in small groups (instead of just pairs) for the map activities. Make sure to provide visuals and gestures as you are modeling cardinal directions.
- Lesson 4: During the Vocabulary section, have students draw pictures of a mountain, valley, desert, plain, river, lake, island, ocean, and continent on separate pieces of paper. Ask them to label each image in English and in their first language. Hang the pictures on a “geography wall.”

Gifted and Talented:

- Lesson 1: Have students continue their study of their community by creating posters about the community’s past and present. Have students examine old and recent newspapers for information on what the community was like long ago and what the community is like today. Students should present their findings in text and drawings on their own posters. Encourage volunteers to present their posters to the class
- Lesson 2: Have students select three adults to interview. Have them ask each person the following questions:
 - Which of the following types of community have you ever lived in: urban, rural, suburban?
 - Describe the type of home you lived in.
 - What did you do for fun?
 - Did you like living in that type of community? Why or why not?
 - What type of community would you most want to live in? Why?

After they complete their interviews, have students prepare their answers to share with the class. Then they can compare the adult responses to the class bar graph showing what type of community students prefer.

- Lesson 3: Allow students to extend the Show What You Know activity by creating a map of a room in their home. Have them draw their maps and create a labeled grid with nine or more squares. Have students create their own map keys with six or more symbols for items in their rooms. Then have students develop five or more questions that ask classmates to locate items on their map. Encourage students to exchange maps with a partner and answer the partner’s questions.
- Lesson 4: Have students create a geographic atlas of your community. Encourage them to create one or more maps that show geographic features as well as streets, buildings, parks, and landmarks. Students should write brief descriptions of the community, telling about the weather, climate, and geographic features found there. Students should also write descriptions of how people in the community interact with the environment through jobs and activities. Display students’ atlases in the classroom as a resource for learning about geography.

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management

- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 2

Economics

Summary and Rationale

Individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources. These decisions have consequences for individuals, groups, and societies. Scientific and technological developments over the course of history changed the way people live and economies and governments function. In this unit, students will match different types of food, clothing, and shelter with their sources in the environment. They will learn how goods are made and brought to us. Students will learn the steps in the production of goods. They will learn how goods are brought to consumers. Students will demonstrate understanding of service jobs and inspire learning about each service job. They will decide how to spend their money based on the costs and benefits of each choice.

Recommended Pacing

8 -10 weeks

Standards

NJSLS

6.1.2.EconET.1	Explain the difference between needs and wants.
6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
6.1.2.EconET.3	Describe how supply and demand influence price and output of products
6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
6.1.2.EconNE.2	Describe examples of goods and services that governments provide.
6.1.2.EconGE.1	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically,
6.1.2.EconGE.2	Explain why people in one country trade goods and services with people in other countries.
CCSS-ELA - Reading	
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
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 images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.A	Read grade-level text with purpose and understanding.
RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.

SL.2.1.A	Follow agreed-upon rules 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).
SL.2.1.B	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1.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.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5.A	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
CCSS-ELA - Writing	

W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

Instructional Focus

Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> ● Individuals make decisions based on their needs, wants, and the availability of resources. ● Limited resources influence choices. ● Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). ● Goods and services are produced and exchanged in multiple ways. ● The availability of resources influences current and future economic conditions. ● Governments play an economic role in the lives of individuals and communities. ● There are benefits to trading goods and services with other countries. 	<ul style="list-style-type: none"> ● How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? ● How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Unit Inquiry Question(s) → How do people decide what they want, and how do they get it?

- Lesson 5 - How do people use our environment?
- Lesson 6 - How are goods made and brought to us?
- Lesson 7 - Who provides services in a community?
- Lesson 8 - How can I be a smart consumer?

Objectives (SLO)

<p>Students will:</p> <ul style="list-style-type: none"> ● use clues to match different types of food, clothing, and shelter with their sources in the environment. ● recognize how goods are made and brought to us. ● explain how goods are brought to consumers. ● describe various service jobs. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify goods and match them to the environments they come from. ● use clues in videos to match different types of food, clothing, and shelter with their sources in the environment. ● analyze ways humans pollute the land, air, and water, and match a solution to each problem.
--	---

- analyze how to spend money based on the costs and benefits of each choice.

- list products that come from three distinct environments: rainforest, ocean, and farm.
- sequence the steps a pineapple takes from being harvested on the farm to finding its way onto their table.
- demonstrate how goods are made and brought to them by sequencing the steps in their production.
- recognize the various resources found on a farm and connect them to the goods that ultimately end up in their homes.
- identify eight different service jobs.
- create and present a skit with creativity and energy to inspire learning about each service job.
- illustrate a picture and write a sentence about a favorite service job.
- discuss experiences shopping and making decisions about purchasing items.
- decide how to spend money based on the costs and benefits of each choice.
- practice being a wise consumer by making responsible choices.
- list costs and benefits of purchasing a toy instead of a sandwich.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [Lesson 5 TCI Assessment](#) How do people use our environment?
- [Lesson 6 TCI Assessment](#) How are goods made and brought to us?
- [Lesson 7 TCI Assessment](#) Who provides services in a community?
- [Lesson 8 TCI Assessment](#) How can I be a smart consumer?
- [TCI - Unit 2: Inquiry Project](#)

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst
- *From Pine Tree to Pizza Box* by Amy and Richard Hutchings (Benchmark Education)
- *Goods and Services* by Amy Hutchings (Benchmark Education)
- *Our Needs and Wants* by Amy Hutchings (Benchmark Education)
- *Supply and Demand* by Jamie A. Schroeder (Benchmark Education)
- TCI Social Studies Alive - Enhancing Learning Resources (literature, websites, activities)
 - [Lesson 5: How do people use our environment?](#)
 - [Lesson 6: How are goods made and brought to us?](#)
 - [Lesson 7: Who provides services in a community?](#)

- [Lesson 8: How can I be a smart consumer?](#)

Technology Tools:

- Chromebooks
- LCD Projectors

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education/504:

- Lesson 5: Use sounds from online sources or downloaded from the Internet to, or use sounds recorded from your community. Ask them to identify the sounds and tell which sounds are from nature and which sounds are made by people. Ask students to categorize sounds involving the three environments in the lesson: (beach, farm, rainforest. Include both sounds from nature—such as birds chirping, dogs barking, rain falling, and wind rustling leaves and sounds that are made by people—such as people talking, footsteps, traffic noises, noise of machinery, and music.
- Lesson 5: Use the Toolbar in the online text as a means of increasing reading comprehension. Assist students in a small group with reading and completing the Vocabulary section in their Student Journals. Keep a chart with products students learned about in the lesson that related to beaches, farms, or rainforests. Allow students to use this chart to complete the writing in the Show What You Know activity.
- Lesson 6: Have students work together to create a mural or other product showing how food is brought from farms to stores. Allow them to draw pictures, cut them out of magazines, or print them from the Internet. Ask students to include transportation in the process of food coming from farms to stores. Ask them to make labels to identify the forms of transportation shown in the product.
- Lesson 6: Use the Toolbar in the online text as a means of increasing reading comprehension. Assist students in listing the five things that affect their everyday activities, the way they dress, and what they eat in their Hands-On Activity Notes. Pair students strategically so they can receive support with reading and writing during the lesson.
- Lesson 7: Allow students to discuss their answers from the Hands-On Activity Notes orally instead of writing. Alternatively, provide students with a frame that asks them to fill in only key words for their service job worker. For example:
 - I am a _____.
 - When I do my job, I _____.
 - Some things I use to do my job are _____ and _____.
 - The clothes I wear to do my job are _____.
 - I like my job because _____.
- Lesson 7: Use the Toolbar in the online text as a means of increasing reading comprehension. Assist students in a small group with reading and completing the Vocabulary activity and the Hands-On Activity Notes, or pair students strategically so they can be successful. If appropriate, allow students to dictate their answers to the skit planning questions and what they learned from the skits orally for a partner or adult to transcribe. Provide sentence frames (see the "Learners with Special Education Needs" section above).
- Lesson 8: Allow students to share their shopping choices and reasoning orally instead of in written form. Or, have someone lead a discussion and chart students' reasons for and against purchasing items. Ensure students understand the difference between needs and wants and that they can be subjective. Pair students strategically during the Activity discussions, and emphasize oral discussion over writing ideas down. Provide sentence stems as necessary to encourage partner discussion.
- Lesson 8: Use the Toolbar in the online text as a means of increasing reading comprehension. During the Show What You Know, pair students who struggle with writing together and provide an opportunity for brainstorming reasons for and against purchasing a toy instead of a sandwich. If possible, chart their oral responses into a T-

chart for and against purchasing the toy. Then, students can write down their opinion and list their reasons from the chart in order of importance to them.

MLL:

- Lesson 5: After students categorize items they buy from stores in the Preview assignment, provide them with old magazines. Have students find additional pictures that would fit in each of the categories of food, clothing, and toys. Once they have cut and glued the pictures in the correct category columns, assist students in writing or copying the names of the objects.
- Lesson 6: Share with students natural items—such as soil, leaves, twigs, water, fur, and feathers. Then share items that are made by people—such as a plastic bottle, glass jar, and newspaper. Have students name each item in English. Give visual examples of items found in the environments in the lesson (beach, farm, and rainforest). Ask students to categorize the items as “natural” or “made by people.” For the categories of food, clothing and shelter that are in the lesson, have students name different types of each in English and their native language.
- Lesson 7: In the Preview activity, ensure students know the names of all the service jobs and can describe what each job entails. As students prepare to create their skits, allow them to choose a service job that is familiar to them rather than pick randomly from the bag. Provide a word bank to help them generate ideas for writing (for example, “restaurant,” “food,” “cook,” “pans”). After students write about their jobs, help them edit their sentences as needed.
- Lesson 8: Help students understand the meanings of the terms “consumer,” “costs,” and “benefits” so they can participate fully in the lesson. Before the Preview activity, lead small group discussions about your students’ experiences with shopping and making decisions about purchasing items. This way, they can contribute to the Preview discussion. Ensure students understand the difference between a need and a want through modeling and giving examples. Give sentence stems for partner discussions such as, “I think you should buy _____ because _____.”

Gifted and Talented:

- Lesson 5: Help students identify one or more beaches, farmlands, and/or rainforests that have been damaged by pollution. Have them identify a problem and potential solutions. Encourage students to discuss the materials, labor, time, and even money they might need for their solutions. Have students write a paragraph that tells about the problem and how they would solve it. An alternative approach is to have students identify causes and effects related to their selected problems. Use the depth and complexity iconic prompts a tool for exploring cause and effect.
- Lesson 6: Have students pretend they are the product made in their factory. Instruct them to write stories describing their trips from the factory to the store. They should describe how they were made on the assembly line, how they were transported, and how they feel waiting to be purchased at the store. Alternatively, students can write an informative piece sequencing the steps from natural resource to product or create an opinion piece on why their product is worth purchasing over the others in the lesson.
- Lesson 7: Provide students with resources involving the eight careers in the lesson. Ask students to choose one service job and learn more about it. Students can share their learning in a multimedia presentation. Alternatively, students can compare and contrast two or more jobs using a Venn Diagram or other graphic organizer, or they can write a narrative, informative, or opinion piece about one or more service jobs.
- Lesson 8: Have students use Extension: Being a Wise Consumer as inspiration for creating their own “wise or unwise shopper” stories or scenarios. Students should describe situations in which a child wants or needs something and then displays the characteristics of a wise or unwise shopper. Place students’ stories or scenarios in a classroom center so classmates read them and discuss whether each story features a wise or unwise shopper. Encourage students to suggest ways the unwise shoppers could become wise shoppers.

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 3

History

Summary and Rationale

Our interpretations of past events inform our understanding of cause and effect, continuity and change, and influences our beliefs and decisions about current public policy issues. The study of multiple perspectives, belief systems, and cultures provides a context for understanding and challenging public actions and decisions in a diverse and interdependent world. In this unit, students will learn about Native American culture and discover the similarities and differences between the groups. They will learn about different countries and their immigrant population's history in the United States. Students will understand how communities differ and how they change over time. They will analyze historical images from long ago through today and arrange the images along a timeline.

Recommended Pacing

8 -10 weeks

Standards

NJSLS

6.1.2.HistoryCC.1

Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

6.1.2.HistoryCC.2

Use a timeline of important events to make inferences about the "big picture" of history.

6.1.2.HistoryCC.3

Make inferences about how past events, individuals, and innovations affect our current lives.

6.1.2.HistoryUP.1

Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

6.1.2.HistoryUP.2

Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistoryUP.3

Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

6.1.2.HistorySE.1

Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.HistorySE.2

Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels,

	plays).
6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
CCSS-ELA - Reading	
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
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 images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.A	Read grade-level text with purpose and understanding.
RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL.2.1.A	Follow agreed-upon rules 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).

SL.2.1.B	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1.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.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5.A	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
CCSS-ELA - Writing	
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Social Justice Standards (As Applicable)	
DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.

DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
JU.K-2.11	I know my friends have many identities, but they are always still just themselves.
JU.K-2.12	I know when people are treated unfairly.
JU.K-2.13	I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
JU.K-2.14	I know that life is easier for some people and harder for others and the reasons for that are not always fair.
JU.K-2.15	I know about people who helped stop unfairness and worked to make life better for many people.
AC.K-2.16	I care about those who are treated unfairly.
AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.
AC.K-2.18	I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.
AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.
AC.K-2.20	I will join with classmates to make our classroom fair for everyone.

Instructional Focus

Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> ● Historical timelines put events in chronological order to help people understand the past. ● Understanding the past helps to make sense of the present. ● Two or more individuals can have a different understanding of the same event. ● Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. ● The nature of history involves stories of the past preserved in a variety of sources. 	<ul style="list-style-type: none"> ● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ● How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

- Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.
- Historians create arguments outlining ideas or explanations based on evidence.

Unit Inquiry Question(s) → How can I be a historian?

- Lesson 9 - How can we learn about Native American cultures?
- Lesson 10 - How do families learn about their past?
- Lesson 11 - How do communities change?
- Lesson 12 - How did one community change?

Objectives (SLO)

Students will:

- compare and contrast images of four Native American cultures and discover the similarities and differences between the four groups.
- identify six different countries and their immigrant populations.
- compare graphs to understand how communities differ and how they changed over time.
- analyze historical images from Native American times to today.
- arrange images along a timeline.

Students will be able to:

- apply key art concepts—line, pattern, shape, size, color, and balance—to interpret a photograph of a Lenape woman wearing a woven cape.
- complete images of four Native American cultures and discover the similarities and differences between the four groups.
- identify what Native land their community is on and research the Native American culture from that area.
- examine four different Native American artifacts and draw their missing parts.
- determine where Native American artifacts came from and support their claim with evidence.
- identify six countries on the world map by using visual clues from their flags.
- discuss six different countries and their immigrant population's history in the United States.
- create a piece of art celebrating immigrants and their contributions.
- interpret and create a bar graph.
- analyze graphs to understand how two communities differ and how each has changed over time.
- explain which of the two communities they would like to live in based on what they've learned.
- compare what you learned about how communities change to their own community.
- analyze a primary source map of San Francisco in 1878 and uncover fascinating visual clues showing how the city changed over time.
- analyze historical images of San Francisco from long ago to today and arrange the images along a timeline.

- assemble information to create a timeline for something that happened in their community.
- create a timeline that shows important events from their life.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [Lesson 9 TCI Assessment](#) How can we learn about Native American cultures?
- [Lesson 10 TCI Assessment](#) How do families learn about their past?
- [Lesson 11 TCI Assessment](#) How do communities change?
- [Lesson 12 TCI Assessment](#) How did one community change?
- [TCI - Unit 3: Inquiry Project](#)

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- *Laura's Story* by Laura Sillsbury (Benchmark Education)
- *Ruby Bridges* by Lesli Favor (Benchmark Education)
- *The Underground Railroad* by Lesli Favor (Benchmark Education)
- *We Must Remember These Heroes* by Henry Richards (Benchmark Education)
- [TCI Biography Articles](#)
- TCI Social Studies Alive - Enhancing Learning Resources (literature, websites, activities)
 - [Lesson 9: How can we learn about Native American cultures?](#)
 - [Lesson 10: How do families learn about their past?](#)
 - [Lesson 11: How do communities change?](#)
 - [Lesson 12: How did one community change?](#)

Technology Tools:

- Chromebooks
- LCD Projectors

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education/504:

- Lesson 9: During the Hands-On Activity, help students identify the correct picture before coloring it. Also, consider writing a summary of how each tribe lived and providing the summaries to these students as they complete the activity.
- Lesson 9: In preparation for the Show What You Know, practice the skill of providing evidence for claims by using topics that are relatable and meaningful to students, such as “Dogs make great pets” or “Cartoons can be educational.” Ask them to support the claim with their reasoning and evidence. This will help students complete the claims and evidence assignment in their Student Journals with more success and confidence.

- Lesson 9: Use the Toolbar in the online text as a means of increasing reading comprehension. Read each Native American tribe name aloud with these students in advance, and go over the pictures on the handouts. For the Show What You Know, assist students in a teacher-facilitated small group discussion on claims and evidence. Record students' responses to the evidence they have on where artifacts came from on a T-Chart and post it in a visible location in the classroom for students to use in discussions, as well as when they are writing their claims and evidence in their Student Journals.
- Lesson 10: Create more student engagement and success in the Show What You Know plaque by sharing information and images of museums relating to their personal interests, such as cars, dinosaurs, arts, and sports. Allow students to bring in items from home or create items for a class museum exhibit on topics of their choosing. Ask them to create a plaque for their item(s) that is similar to the one in their Student Journal.
- Lesson 10: Use the Toolbar in the online text as a means of increasing reading comprehension. During the Hands-On Activity stations, partner students strategically so they have assistance with reading the captions and matching them to the images. Consider giving adult support prior to the stations by modeling one together. Encourage students to look at the image first, identify what they see using keywords, and then find those keywords in the captions. For the Show What You Know, assist students with writing the captions after they create the art for their plaques.
- Lesson 11: Before student groups create a plan to help the community, help individual students select the roles with which they feel most comfortable. This will help reduce any anxiety students may have about a particular task and can help prevent disagreements among students. Emphasize students' strengths and abilities when assisting them in finding the role best suited for their skill sets. In the Show What You Know section, modify the assignment if needed so that students can either write or draw their ideas.
- Lesson 11: Use the Toolbar in the online text as a means of increasing reading comprehension. During the Hands-On Activity, pair students strategically with students who are fluent readers so they can understand the questions and information on the graphs of Blue Mountain and Green Valley. If necessary, model one graph together in a teacher-led small group so students understand the task and steps involved at the stations. Make visible the pros and cons of living in each community so students are better equipped to make an informed decision on which community they prefer and why in the Show What You Know.
- Lesson 12: Before beginning the Preview, work with students in a small group to identify personal and local examples of change over time. Include in this discussion the idea that change can be good, bad, or both depending on people's perspectives. Partner students strategically for the creation of the timeline in the Extension Activity so they have support. For the Show What You Know assignment, provide students with a word bank and more structured sentence frames so they can demonstrate their understanding by completing the sentences. Allow them to supply the key terms and/or concepts so that they can demonstrate their understanding without having to write complete sentences.
- Lesson 12: Use the Toolbar in the online text as a means of increasing reading comprehension. Pair students strategically when completing their Activity Notes in the Hands-on Activity so they have confidence and are successful without needing adult support. Allow students to use key words and phrases instead of complete sentences in their Student Journals when they create timelines in the Show What You Know activity. For the Extension, find 4–5 well documented events that have happened in your community so students will be more successful creating a timeline for the event of their choice.

MLL:

- Lesson 9: Before the Preview, review the art vocabulary words-pattern, line, symmetry, size, shape, and color-with students, and give them concrete examples and experiences using these concepts. Explicitly teach these words, along with the definitions and meanings of the words in the Vocabulary section using Total Physical Response, or TPR. Say the new vocabulary word for the students while using gestures, facial expressions, props or body movement to illustrate the meaning of the word. Have all students mimic the same gestures, facial expressions, use of props or body movement modeled by the teacher and student volunteers. Ask them to say the word as they are making the movement. Vary this activity by then doing the action and while students say the

word. Then, write the word or phrase where all students can see it so that students can make the connection between oral and written words.

- Lesson 10: Set a tone of positivity and respect for immigrants and their pasts by encouraging students to share their families' experiences in a manner most comfortable to them. Ask them to point out (or show them) the locations of their native countries on the map in the Preview. Chart their responses to the question, "How do families learn about their past?" and record students' responses so it becomes a word bank for later use in the Show What You Know plaque activity. Consider pairing English Learners with fluent student readers or adults during the Hands-On Activity stations. Encourage students to look at the image first, identify what they see using keywords, and then find those keywords in the captions. This will reduce the amount of reading required to be successful in the stations.
- Lesson 11: Have students keep a "Community Picture Vocabulary" book throughout the lesson. Throughout the lesson, have them add or copy new community vocabulary terms and draw appropriate pictures to represent them. For example, their books might include police station, fire station, library, and doctor's office. This will help students begin to learn the names of places in their community. If appropriate, allow students to select their current community or their families' previous communities when completing the writing and drawing for the Show What You Know.
- Lesson 12: During the Preview Activity, provide students with vocabulary and sentence frames to describe the drawing of San Francisco. Encourage them to use those same words and sentence frames to describe the pictures in the Hands-On Activity and to describe their own community in the Show What You Know. Important vocabulary may include words pertaining to geography, modes of transportation, and other elements of city life that have changed over time. If appropriate, allow students to select either their current community or their families' previous communities when completing the Extension Activity on creating a timeline of your own community.

Gifted and Talented:

- Lesson 9: Bring in more images of Chumash cave paintings and pass images around the class. You can attain more images from books or through the Internet. After students have seen the pictures, lay out a long piece of butcher paper and tape it to the wall. You can do this outdoors to prevent a mess in the classroom. Provide students with crayons, colored pencils, and markers. Students can draw on butcher paper as the Chumash would have created cave paintings. Then, have students write about this art as if it were recently discovered by archaeologists. For a multimedia approach, students can record a video as if they were a documentary crew filming a special on the newly-discovered cave art.
- Lesson 10: Have students work collaboratively with students with special education needs to create museum exhibits in the classroom. Museum exhibits should be centered around the lesson's Essential Question: "How do families learn about their past?" Provide students with appropriate resources for researching and a list of approved product choices for displaying their knowledge through their museum exhibit. Give the class an opportunity to present formally and in a public setting the class museum exhibition.
- Lesson 11: Assist students in locating someone who has lived in their community for a long time, such as a parent, grandparent, neighbor, teacher, or other community member. Have students interview the person to find out how the community has changed over time. Encourage students to develop their own interview questions to find out how the community has either grown or gotten smaller and what has been done over time to help people in the community.
- Lesson 11: Students may present the results of the interviews both in written and oral form, and they may also draw pictures to reflect some of the changes in their community. As an alternative, have students interview teachers, administrators, and/or staff members on how their school has changed over time. Document their learning in a manner most appropriate to the audience and task.
- Lesson 12: Have students assume the role of a newspaper reporter writing a story about the 1906 San Francisco earthquake. Students can use the completed assignment as a brainstorming activity to generate ideas. Students will need to think of five or more questions that a newspaper reporter might ask about life at that time in San

Francisco. After students write the questions, help them to research and compose the answers an interviewee might give. If more than one student is complet-ing this activity, they might present their “interviews” to the class, with different students playing the roles of reporter and interviewed citizen.

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 4

Civics

Summary and Rationale

Citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good. Economic, political, and cultural decisions promote or prevent the growth of personal freedom, individual responsibility, equality, and respect for human dignity. In this unit, students will discover problems from the past and learn how courageous leaders took action to help their communities. They will categorize types of actions community leaders can take to help communities in need. Students will determine the characteristics of a good citizen. They will compare communities by gathering information on each one.

Recommended Pacing

8 -10 weeks

Standards

NJSLS

6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority
6.1.2.CivicsPI.6	Explain what the government is and its function.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.

6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
CCSS-ELA - Reading	
RL.2.3	Describe how characters in a story respond to major events and challenges.
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.
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .

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.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.A	Read grade-level text with purpose and understanding.
RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL.2.1.A	Follow agreed-upon rules 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).
SL.2.1.B	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1.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.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5.A	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
CCSS-ELA - Writing	
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Social Justice Standards (As Applicable)	
DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
JU.K-2.11	I know my friends have many identities, but they are always still just themselves.
JU.K-2.12	I know when people are treated unfairly.

JU.K-2.13	I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
JU.K-2.14	I know that life is easier for some people and harder for others and the reasons for that are not always fair.
JU.K-2.15	I know about people who helped stop unfairness and worked to make life better for many people.
AC.K-2.16	I care about those who are treated unfairly.
AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.
AC.K-2.18	I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.
AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.
AC.K-2.20	I will join with classmates to make our classroom fair for everyone.

Instructional Focus

Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> ● Local community and government leaders have roles and responsibilities to provide services for their community members. ● Rules for all to live by are a result of the actions of government, organizations, and individuals. ● The actions of individuals and government affect decisions made for the common good. ● When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard. ● The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices). ● Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly. ● Processes and rules should be fair, consistent, and respectful of the human rights of all people. ● Individuals may be different, but all have the same basic human rights. 	<ul style="list-style-type: none"> ● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

- Certain character traits can help individuals become productive members of their community.

Unit Inquiry Question(s) → Why should you do the “right” thing even when no one is watching?

- Lesson 13 - How can one person make a difference?
- Lesson 14 - How do leaders help their communities?
- Lesson 15 - What does a good citizen do?
- Lesson 16 - What do communities share?

Objectives (SLO)

Students will:

- analyze problems from the past.
- explain how courageous leaders took action to help their communities.
- categorize types of actions community leaders can take to help communities in need.
- describe the characteristics of a good citizen.
- compare communities by completing a table of information.

Students will be able to:

- identify ways they can help solve a community problem.
- analyze four big problems from the past.
- explain how courageous leaders took action to help their communities.
- choose a community leader to honor with the Presidential Medal of Freedom.
- debate the pros and cons of a new playground and swimming pool.
- categorize three types of actions community leaders can take to help communities in need.
- compose and send an email to one or more community leaders asking for help with a problem in their community.
- interpret street signs and match them to the rules they represent.
- describe the characteristics of a good citizen.
- illustrate a picture and write a sentence about a rule that they follow in their community or school.
- apply what you already know about columns and rows in the real world to help them learn how to read a table.
- compare four communities by completing a table of information.
- create a table about the geography, economy, civics, and history of your community.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [Lesson 13 TCI Assessment](#) How can one person make a difference?
- [Lesson 14 TCI Assessment](#) How do leaders help their community?

- [Lesson 15 TCI Assessment](#) What does a good citizen do?
- [Lesson 16 TCI Assessment](#) What do communities share?
- [TCI - Unit 4: Inquiry Project](#)

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- *Being Patriotic* by Vickey Herold (Benchmark Education)
- *Follow the Moon Home* by Philippe Cousteau and Deborah Hopkins (Chronicle Books)
- *Laura's Story* by Laura Sillsbury (Benchmark Education)
- *My Mom the Mayor* by Robert Hillman (National Geographic)
- *Our Government* by Ellen Bari (Benchmark Education)
- *Our Government* by Ashley Hewitt (National Geographic)
- *Ruby Bridges* by Lesli Favor (Benchmark Education)
- *Rusty the Rascal* by Wendy Graham (National Geographic)
- *Serving the Community* by Talia Reed (National Geographic)
- *Symbols of Freedom* by Jeanne and Bradley Weaver (National Geographic)
- *The Underground Railroad* by Lesli Favor (Benchmark Education)
- *We Must Remember These Heroes* by Henry Richards (Benchmark Education)
- [TCI Citizenship Articles](#)
- TCI Social Studies Alive - Enhancing Learning Resources (literature, websites, activities)
 - [Lesson 13: How can one person make a difference?](#)
 - [Lesson 14: How do leaders help their community?](#)
 - [Lesson 15: What does a good citizen do?](#)
 - [Lesson 16: What do communities share?](#)

Technology Tools:

- Chromebooks
- LCD Projectors

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education/504:

- Lesson 13: For the Show What You Know section, let students dictate their responses if appropriate. Allow them to record their ideas visually with pictures in their Student Journals or on a separate piece of paper. As an alternative, encourage students to design their own Medal of Freedom to give to one or more of the community leaders in the lesson.
- Lesson 13: Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Instead of placing all students into heterogeneous groups of three, consider forming a homogeneous group of struggling readers and provide adult support when reading about the community leaders in the text. After reading, ask students about the main ideas about each community leader to ensure comprehension. Chart students' responses for use when writing their Hands-On Activity Notes, as well as their award speech for the Presidential Medal of Honor in the Show What You Know section of the lesson.
- Lesson 14: Go over the three things leaders can do to help their communities that are in the lesson: make laws, spend money, and decide what to build. Have students give examples of each, and chart their ideas for use throughout the lesson. Students can create signs that represent class or school laws.
- Lesson 14: Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Assist students with writing their reasons for a pool and a playground in the Preview section of the lesson. For the Hands-On Activity Notes, students can draw or write one way that community leaders could help the different groups of people.

- Lesson 15: After reading Social Studies Stories: Good Citizen Lincoln, give students a selection of pictures from which to choose examples of people being good citizens as they create the good citizens statue for the activity. They can create a photographic mural to honor people being good citizens. Help students select photographs that show people being good citizens and explain their choices.
- Lesson 15: Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Instead of dividing students into mixed-ability groups, group struggling readers together to provide adult-led support when writing their swimming pool rules in their Hands-On Activity Notes.
- Lesson 16: Review rows and columns so students can refer to and complete the tables accurately in the lesson. Highlight key words from the charts that help students to compare and contrast the cities of Topeka and Denver. When reviewing this lesson's vocabulary, brainstorm things that tourists may say, think, feel, and do. Students can act these out in a charades-style game or create drawings to be shared with classmates.
- Lesson 16: Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Complete the Preview in a small group with targeted reading support. Ensure students can read and successfully complete the six tasks in the Vocabulary section of the Student Journal. Pair students strategically with a proficient reader when completing the Hands-On Activity Notes based on the text. Brainstorm ideas with students about their own community before students complete the Show What You Know assignment in their Student Journals. Chart these ideas for students to refer to when writing.

MLL:

- Lesson 13: During the Preview discussion, provide sentence starters for the questions on the Preview slides:
 - The problem I see is _____.
 - I could help solve this problem by _____.
 - It would make a difference because _____.
- Lesson 13: In addition, provide sentence starters when students are answering questions about each of the four community leaders in the Hands-on Activity Notes. Encourage students to write captions for their drawings to foster fluency.
- Lesson 14: Use the strategy of Total Physical Response, or TPR, during the Vocabulary section by acting out the words government, leaders, and vote. Students can draw pictures to represent these words as well. Give students sentence stems for the Hands-On Activity Notes when writing ways that community leaders can help.
- Lesson 15: Provide sentence starters for students when writing their responses to situations involving good swimming pool citizenship in their Hands-On Activity Notes. As students prepare their suggestions for the Code of Conduct, allow them to draw their rules for good citizenship and have them dictate their sentences to explain the pictures they draw. The sentences can be transcribed for them or written out for them to copy or trace. Students might work in pairs so that they can give feedback to one another on their rules.
- Lesson 16: Prior to the beginning of the lesson, gather students and review the concepts of geography, economy, civics, and history. Have students create drawings for each word to help reinforce the terms and meanings. These drawings can be done in a shared format, such as a mural or group poster, or collected and displayed for their classmates when drawings are finished.

Gifted and Talented:

- Lesson 13: Have students work (individually or in groups) on a plan to implement a change they want to make in their own community. Encourage students to think about what their community needs and create a list of steps they could take to implement the change. Students should write a descriptive paragraph and draw pictures to explain how they would implement the change.
- Lesson 13: As an alternative, ask students to research other leaders who have helped their communities. Provide opportunities for students to interview local residents who are working to help solve a problem. Encourage students to create a product of their choosing to bring attention to the problem and share ideas for solutions.
- Lesson 14: Extend the Show What You Know by having students actually write a community leader to ask for help with solving a problem. First, brainstorm problems that need solving in your local area. Assist students in finding contact information for community leaders who could help solve a problem. Have them describe the

problem and suggest one of the three ways the leader can help: make a law, spend money, or decide to build something.

- Lesson 15: Have students identify someone in their school or community who demonstrates the characteristics of a good citizen. Then have them draw a picture of that person helping others or helping the community. Have students present their “Com-munity Good Citizens” to the class. You can display their work in a Good Citizen Gallery and add students’ Good Citizen books to the gallery when they finish their good deeds. After viewing the gallery, brainstorm good-citizenship actions that students could perform in the community based on citizens they learned about.
- Lesson 16: Introduce the economic terms specialization and interdependence. Tell students that when one community is known for producing a lot of one item, or good, we say they specialize in producing it. When we depend or rely on others to provide us with the things we need and want, this is called interdependence. Have students create a series of captioned pictures, using the information from the trading activity, to demonstrate these concepts. For example, students might write, “I am from Florida. We specialize in growing oranges. But orange growers need caps to work in the fields, so we are interdependent with people in Iowa when we trade oranges for caps.” They can complete a series of these captioned pictures, using the other combinations of states from the activity, and share with the class or display on a bulletin board.

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>