



# Nutley Public Schools

## Social Studies (Grade 2)

Unit #1 My Community and My Self	
Summary and Rationale	
<p>In order for students to participate in society, they must learn how to be an active citizen. They must understand a citizen's role in a community, the purpose of rules and laws and how they help us behave as citizens, and how we can change things if necessary.</p> <p>In this unit, students will learn about the communities they belong to and how they fit into these communities. They will explore concepts of fairness, equality, and common good. They will explore rules and discuss what makes some rules better than others, and how they can apply this to their lives inside of communities.</p>	
Recommended Pacing	
Approximately 14 Days	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.3	Determine how “fairness”, “equality”, and the “common good” have influenced change at the local and national levels of United States government.
6.3.4.A.1	Evaluate what makes a good rule or law.
6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> <li>Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>Explain how essential questions concerning communities and rules/laws are important.</li> <li>Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Use important concepts from civics to analyze and evaluate the roles of citizens within a community</li> <li>Explain the role of community leaders.</li> <li>Apply knowledge of the community to determine how we can function inside of a community.</li> </ul>

<ul style="list-style-type: none"> <li>Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> <li>Gather relevant information from multiple resources representing a wide range of views</li> <li>Possible examples include: <ul style="list-style-type: none"> <li>Children’s Literature</li> <li>BrainPop – communities</li> <li>Rules of classroom, school, town</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>Possible examples include: <ul style="list-style-type: none"> <li>Informative writing</li> </ul> </li> <li>Persuasive writing</li> </ul>
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description</i></u>
D1.1.K-2	<ul style="list-style-type: none"> <li>Explain why the compelling question is important to the student</li> </ul>
D1.2.K-2	<ul style="list-style-type: none"> <li>Identify disciplinary ideas associated with a compelling question.</li> </ul>
D1.3.K-2	<ul style="list-style-type: none"> <li>Identify facts and concepts associated with a supporting question</li> </ul>
D1.4.K-2.	<ul style="list-style-type: none"> <li>Make connections between supporting questions and compelling questions</li> </ul>
D1.5.K-2	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions</li> </ul>
D2.Civ.1.K-2.	<ul style="list-style-type: none"> <li>Describe roles and responsibilities of people in authority</li> </ul>
D2.Civ.2.K-2.	<ul style="list-style-type: none"> <li>Explain how all people, not just official leaders, play important roles in a community.</li> </ul>
D2.Civ.3.K-2.	<ul style="list-style-type: none"> <li>Explain the need for and purposes of rules in various settings inside and outside of school</li> </ul>
D2.Civ.5.K-2.	<ul style="list-style-type: none"> <li>Explain what governments are and some of their functions.</li> </ul>
D2.Civ.6.K-2.	<ul style="list-style-type: none"> <li>Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> </ul>
D2.Civ.7.K-2.	<ul style="list-style-type: none"> <li>Apply civic virtues when participating in school settings.</li> </ul>
D2.Civ.8.K-2.	<ul style="list-style-type: none"> <li>Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</li> </ul>
D2.Civ.9.K-2.	<ul style="list-style-type: none"> <li>Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group</li> </ul>
D2.Civ.10.K-2.	<ul style="list-style-type: none"> <li>Compare their own point of view with others’ perspectives</li> </ul>
D2.Civ.11.K-2.	<ul style="list-style-type: none"> <li>Explain how people can work together to make decisions in the classroom.</li> </ul>
D2.Civ.12.K-2.	<ul style="list-style-type: none"> <li>Identify and explain how rules function in public (classroom and school) settings.</li> </ul>
D3.1.K-2.	<ul style="list-style-type: none"> <li>Gather relevant information from one or two sources while using the origin and structure to guide the selection.</li> </ul>
D3.2.K-2.	<ul style="list-style-type: none"> <li>Evaluate a source by distinguishing between fact and opinion.</li> </ul>
D4.1.K-2.	<ul style="list-style-type: none"> <li>Construct an argument with reasons.</li> </ul>
D4.2.K-2.	<ul style="list-style-type: none"> <li>Construct explanations using correct sequence and relevant information</li> </ul>
D4.3.K-2.	<ul style="list-style-type: none"> <li>Present a summary of an argument using print, oral, and digital technologies.</li> </ul>
D4.4.K-2.	<ul style="list-style-type: none"> <li>Ask and answer questions about arguments</li> </ul>
D4.5.K-2.	<ul style="list-style-type: none"> <li>Ask and answer questions about explanations.</li> </ul>
D4.6.K-2.	<ul style="list-style-type: none"> <li>Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.</li> </ul>
D 4 .7. K-2 .	<ul style="list-style-type: none"> <li>Identify ways to take action to help address local, regional, and global problems.</li> </ul>
D4.8.K-2.	<ul style="list-style-type: none"> <li>Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</li> </ul>

Common Core Standards	
CCR	CCR Description
SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.
SL.2.1a.	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.2.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion
SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
W.2.3.	Write narratives that 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.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> <li>• Being a citizen in a community means making positive contributions.</li> <li>• Our classroom is a community – it is a place where we work together.</li> <li>• Our school is a community – we agree on rules to keep order and we help each other.</li> <li>• Communities make rules to maintain order and safety.</li> <li>• Our classroom has specific rules that we can create together.</li> <li>• Good citizens can follow rules, make good choices, consider consequences of actions, and help to improve a community.</li> </ul>	
Essential Questions	
<ul style="list-style-type: none"> <li>• Why should I belong to a community and help others?</li> <li>• How can I be a good citizen in my community (classroom)?</li> <li>• In what ways are my classroom and my school a community?</li> <li>• Why do we make rules in our community? What are good/bad consequences?</li> <li>• What are fair/unfair actions/behaviors?</li> <li>• What is equality? Justice? Fairness?</li> <li>• How can I be a good citizen?</li> </ul>	
Themes	
<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Civics</li> </ul>	
Suggested Inquiries:	
<ul style="list-style-type: none"> <li>• Why is it important to be part of a community?</li> <li>• How do members of a community contribute in a positive way?</li> <li>• What makes a good rule? Why do we need rules?</li> </ul>	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> <li>• Exit card</li> <li>• Example: Provide a scenario of an unfair rule – groups can discuss what is unfair and how they can fix it.</li> <li>• Venn Diagram comparisons (for example, classroom vs. community where they live)</li> <li>• Writing (for example, choose 1 classroom rule, explain why that rule is important, why everyone should</li> </ul>	

follow it, and what would happen if the rule was not followed.)

## Objectives

Students will know or learn:

- Communities are groups of people who work together and support each other.
- Members of communities contribute in positive ways.
- Rules help us have order and help us get along.
- A good rule is fair, applies to everyone, and can be easily followed.
- Rules are developed to protect people.
- My home is a part of a bigger community, including my neighborhood, my state, and my country.

Students will be able to:

- Define community
- Identify ways they can contribute to a community
- Explain why rules are necessary

## Integration

### Technology Integration and Use of Data

- Timeforkids.com
- Scholastic.com
- Digital Atlases via Stratalogica

### Writing Integration

- Write with the class how to make the classroom community a better place.
- Write a persuasive piece for why Nutley is such a great community.

### Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem solving: all
- Self Awareness and Direction: all

## Suggested Resources

### District-wide Resources

- Discover Communities (Benchmark)

### Other Suggested Resources

- We Are Alike, We Are Different, Scholastic
- The Crayon Box That Talked, S. DeRolf
- David Goes to School, D. Shannon
- Howard P. Wigglebottom series, H. Binkow
- My Neighborhood: Places and Faces, L. Bullard
- On the Town: A Community Adventure: J. Caseley
- I Got Community, M. Cooper
- What is a Community From A to Z?, B. Kalman



# Nutley Public Schools

## Social Studies (Grade 2)

Unit #2 Our Government	
Summary and Rationale	
<p>Understanding the foundations of our government allows students the ability to participate in civic and democratic processes. Through studying government through civics, students will understand how and why people participate in our country.</p> <p>In this unit, students will learn the basics of our government. They will discuss why rules and laws are developed, the roles of our country's leaders, and the importance of our government. They will also learn about the 3 branches of government and the roles of each.</p>	
Recommended Pacing	
Approximately 14 Days	
Standards	
<b>NJ Student Learning Standards</b>	
<i>CPI</i>	<i>CPI Description</i>
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global level.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level
6.1.4.D.11.	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.6.	Describe the civic leadership qualities and historical contributions of George Washington, Tomas Jefferson, and Benjamin Franklin toward the development of the United States Government
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>

<ul style="list-style-type: none"> <li>• Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>• Explain how essential questions concerning government are important.</li> <li>• Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>• Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Use important concepts from history to analyze and evaluate the roles of government.</li> <li>• Explain the roles of the branches of government.</li> <li>• Apply knowledge of the government to determine how and why a government may be necessary.</li> </ul>
<p><i>Dimension 3 – Evaluating Sources and Using Evidence</i></p>	<p><i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i></p>
<ul style="list-style-type: none"> <li>• Gather relevant information from multiple resources representing a wide range of views</li> <li>• Possible examples include: <ul style="list-style-type: none"> <li>○ Children’s Literature</li> <li>○ BrainPop, Scholastic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>• Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>• Possible examples include: <ul style="list-style-type: none"> <li>○ Informative writing</li> <li>○ Persuasive writing</li> </ul> </li> </ul>
<p><i>C3 Framework Indicators (K-12 Pathways)</i></p>	
<p><u><i>C3 Indicator</i></u></p>	<p><u><i>C3 Indicator Description</i></u></p>
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D1.2.K-2	<ul style="list-style-type: none"> <li>• Identify disciplinary ideas associated with a compelling question.</li> </ul>
D1.3.K-2	<ul style="list-style-type: none"> <li>• Identify facts and concepts associated with a supporting question</li> </ul>
D1.4.K-2.	<ul style="list-style-type: none"> <li>• Make connections between supporting questions and compelling questions</li> </ul>
D1.5.K-2	<ul style="list-style-type: none"> <li>• Determine the kinds of sources that will be helpful in answering compelling and supporting questions</li> </ul>
D3.1.K-2.	<ul style="list-style-type: none"> <li>• Gather relevant information from one or two sources while using the origin and structure to guide the selection</li> </ul>
D3.2.K-2.	<ul style="list-style-type: none"> <li>• Evaluate a source by distinguishing between fact and opinion</li> </ul>
D4.1.K-2.	<ul style="list-style-type: none"> <li>• Construct an argument with reasons.</li> </ul>
D4.2.K-2.	<ul style="list-style-type: none"> <li>• Construct explanations using correct sequence and relevant information</li> </ul>
D4.3.K-2.	<ul style="list-style-type: none"> <li>• Present a summary of an argument using print, oral, and digital technologies</li> </ul>
D4.4.K-2.	<ul style="list-style-type: none"> <li>• Ask and answer questions about arguments</li> </ul>
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D4.8.K-2.	<ul style="list-style-type: none"> <li>• Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</li> </ul>
D2.Civ.1.K-2	<ul style="list-style-type: none"> <li>• Describe roles and responsibilities of people in authority</li> </ul>
D2.Civ.5.K-2.	<ul style="list-style-type: none"> <li>• Explain what governments are and some of their functions.</li> </ul>
<p><b>Common Core Standards</b></p>	
<p><u><i>CCR</i></u></p>	<p><u><i>CCR Description</i></u></p>
SL.2.2	<p>Recount or describe key details from a text read aloud or information presented orally or through other media</p>
RL.2.1.	<p>Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>

RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.7.	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
RI.2.1.	Recall information from experiences or gather information from provided sources to answer a question.
RI.2.2.	Identify the main topic of a multi-paragraph 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.2.5.1	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.
RL.2.3.	Describe how characters in a story respond to major events and challenges
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	
<b>Instructional Focus</b>	
Enduring Understanding(s)	
<ul style="list-style-type: none"> <li>• Rules and laws are developed to protect people’s rights and the welfare of the country.</li> <li>• The U.S. democratic system requires active participation of citizens.</li> <li>• In a representative democracy individuals elect representatives to act on their behalf.</li> <li>• Historical symbols and the ideas and events they represent play a role in understanding our history</li> </ul>	
Essential Questions	
<ul style="list-style-type: none"> <li>• How do symbols, monuments, and holidays build pride in the citizens of a community?</li> <li>• How do local governments make, enforce, and interpret laws to the local community?</li> <li>• What are our country’s leaders responsibilities?</li> <li>• Why is it important to have a government?</li> </ul>	
Themes	
<ul style="list-style-type: none"> <li>• History</li> <li>• Civics</li> </ul>	
Suggested Inquiries:	
<ul style="list-style-type: none"> <li>• Do we need to have a government?</li> <li>• How can citizens influence their government?</li> <li>• What do elected officials owe their constituents (the voters)?</li> <li>• What makes authority legitimate?</li> </ul>	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> <li>• Exit card – write the 3 types of government and their main purpose</li> <li>• Create a poster or other project to provide information on the 3 branches of government</li> <li>• Choose a local/national leader and complete a project on their responsibilities.</li> <li>• Choose a national symbol (American flag or landmarks) and write about how they connect to history.</li> <li>• Compare and contrast the roles of different leaders</li> </ul>	
Objectives	
Students will know or learn:	

- Leaders have responsibilities
- Leaders have specific qualities
- There is a difference between local, state, and national government.
- The national government has 3 branches that are responsible for different things.

Students will be able to:

- Recognize the importance of symbols and landmarks of our country
- Explain the similarities and differences between community, state, and country leaders.
- Understand equality and fairness
- Distinguish between each branch of government and understand the functions of each.

## Integration

### Technology Integration and Use of Data

- BrainPopJr.com
- Timeforkids.com
- Nationalgeographicforkids.com
- Enchantedlearning.com
- Scholastic.com – listen and read
- <http://www.socialstudiesforkids.com/subjects/government.htm>

### Writing Integration

- Create a class symbol
- Create a timeline of significant leaders
- Write a class bill//law and vote on it

### Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem solving: all
- Self Awareness and Direction: all

## Suggested Resources

### District-wide Resources

- Our Government Theme Pack (National Geographic)
  - Our Government
  - My Mom the Mayor
  - Symbols of Freedom
  - Serving the Community
  - Rusty the Rascal
- Our Government (Benchmark)

### Other Suggested Resources

- Duck for President, D. Cronin
- The Electoral College, M. Borgan
- The Voice of the People: American Democracy in Action, B. Maestro
- How the U.S. Government Works, S. Sobel



# Nutley Public Schools

## Social Studies Grade 2

Unit #: 3 Maps and Geography Skills	
Summary and Rationale	
<p>Having an understanding of geography is necessary to understanding what might be harmful to a place. Geographic inquiry helps students understand and appreciate their place in the world. Geographic reasoning also requires spatial thinking and perspectives. Creating maps and other geographical representations allows us to seek out knowledge that can be used in making decisions and solving problems.</p> <p>In this unit, students will work with maps and globes. They will understand and explain the difference between a map and a globe and work on the utilizing the features of each to locate and describe different places. They will then explore the information maps give us, and apply that to making informed decisions about a place in the world.</p>	
Recommended Pacing	
Approximately 14 Days	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.4.B.1.	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> <li>Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>Explain how essential questions concerning maps and geography are important.</li> <li>Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>Identify how the essential and supporting</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Use important concepts from geography to analyze and evaluate the information presented on a map and/or globe.</li> <li>Explain the differences between maps and globes.</li> <li>Apply knowledge of geography to determine geographical features of locations.</li> </ul>

questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.	
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> <li>• Gather relevant information from multiple resources representing a wide range of views</li> <li>• Possible examples include: <ul style="list-style-type: none"> <li>○ Children’s Literature</li> <li>○ BrainPop, Scholastic</li> <li>○ Maps and globes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>• Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>• Possible examples include: <ul style="list-style-type: none"> <li>○ Informative writing</li> </ul> </li> <li>• Creation of map</li> </ul>

*C3 Framework Indicators (K-12 Pathways)*

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
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D4.6.K-2.	• Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.
D 4 .7. K-2 .	• Identify ways to take action to help address local, regional, and global problems.
D4.8.K-2.	• Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
D2.Geo.1.K-2.	• Construct maps, graphs, and other representations of familiar places.
D2.Geo.2.K-2.	• Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
D2.Geo.3.K-2.	• Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
D2.Geo.4.K-2.	• Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.
D2.Geo.5.K-2.	• Describe how human activities affect the cultural and environmental characteristics of places or regions.
D2.Geo.6.K-2.	• Identify some cultural and environmental characteristics of specific places
D2.Geo.7.K-2.	• Explain why and how people, goods, and ideas move from place to place.
D2.Geo.8.K-2.	• Compare how people in different types of communities use local and distant environments to meet their daily needs.
D2.Geo.9.K-2.	• Describe the connections between the physical environment of a place and the economic activities found there
D2.Geo.10.K-2.	• Describe changes in the physical and cultural characteristics of various world regions.

D2.Geo.11.K-2.	<ul style="list-style-type: none"> <li>• Explain how the consumption of products connects people to distant places.</li> </ul>
D2.Geo.12.K-2.	<ul style="list-style-type: none"> <li>• Identify ways that a catastrophic disaster may affect people living in a place</li> </ul>
<b>Common Core Standards</b>	
<i>CCR</i>	<i>CCR Description</i>
RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5.	Know and use various text features (e.g. bold print, captions, 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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
	•
<b>Instructional Focus</b>	
<b>Enduring Understanding(s)</b>	
<ul style="list-style-type: none"> <li>• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How and why do we use maps?</li> <li>• What can maps, globes, and other sources tell us about the world and the places around the world?</li> </ul>	
<b>Themes</b>	
<ul style="list-style-type: none"> <li>• Geography</li> </ul>	
<b>Suggested Inquiries:</b>	
<ul style="list-style-type: none"> <li>• Why do we need maps and globes?</li> <li>• How can I best use a map or globe?</li> <li>• What can maps and globes tell us about the communities in different parts of the world?</li> <li>• How can I communicate using maps?</li> </ul>	
<b>Evidence of Learning (Assessments – parenthetical notes reference competencies)</b>	
<ul style="list-style-type: none"> <li>• Develop a map of a familiar place such as neighborhood or school. Compare/contrast map with a partner's.</li> <li>• Exit cards – create a Venn diagram and compare/contrast a map and globe</li> </ul>	
<b>Objectives</b>	
Students will know or learn:	
<ul style="list-style-type: none"> <li>• Map features</li> <li>• Cardinal directions</li> <li>• Map key</li> <li>• Scale</li> <li>• Continents</li> <li>• Countries</li> <li>• Maps and globes use different colors to show water and land.</li> <li>• Globes can help us identify what continent a specific country is on</li> </ul>	
Students will be able to:	
<ul style="list-style-type: none"> <li>• Identify various features on a map.</li> <li>• Explain the difference between maps and globes</li> <li>• Identify size, shape, color, and location of countries on a globe or map.</li> <li>• Use a map key, symbols, and directions to read a map of the U.S.</li> </ul>	

- Use a world map to locate North America and other continents.
- Use a map key to identify features on a map

## Integration

### Technology Integration and Use of Data

- Google Earth
- Google Maps

### Writing Integration

- Compare/contrast (for example, a Venn Diagram comparing and contrasting features of a map and globe)
- Informational writing (how to use a map, how to use a globe)
- Development of a map detailing a familiar place (school, neighborhood, etc.)

### Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem solving: all
- Self Awareness and Direction: all

## Suggested Resources

### District-wide Resources

- Nystronaut Atlas Program (Nystrom)

### Other Suggested Resources

- Nystrom atlas program
- Me on the Map by J. Sweeney
- Maps and Globes by H. Barton
- Keys and Symbols on Maps by Meg Greve
- North, South, East and West by Meg Greve
- Mapping Penny's World by L. Leedy



# Nutley Public Schools

## Social Studies Grade 2

Unit #:4 Economics	
Summary and Rationale	
<p>In order to make an effective economic decision, students need to understand how humans consider cost and benefits with the ultimate goal of making decisions that will enable people and societies to be as well off as possible. Understanding how basic economics influences the choices we make in our lives allows students to begin to make informed decisions that will benefit not only themselves but the communities they belong to.</p> <p>In this unit, students will work to determine why people make decisions of needs and wants. They will understand the difference between a need and a want. They will understand concepts of basic economic themes that influence citizens, such as supply cost, supply and demand, and scarcity.</p>	
Recommended Pacing	
Approximately 14 Days	
Standards	
<b>NJ Student Learning Standards</b>	
<i>CPI</i>	<i>CPI Description</i>
6.1.4.C.1	Apply <i>opportunity cost</i> (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2.	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations
6.1.4.C.3.	Explain why <i>incentives</i> vary between and among producers and consumers.
6.1.4.C.4.	Describe how supply and demand influences price and output of products.
6.1.4.C.5.	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6.	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7.	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8.	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.C.10.	Explain the role of money, savings, debt, and investment in individuals' lives.
<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> <li>Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>Explain how essential questions concerning economics are important.</li> <li>Develop appropriate supporting questions,</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Use important concepts from economics to analyze and evaluate choices they make.</li> <li>Explain the differences between different economic ideas.</li> <li>Apply knowledge of economics to determine</li> </ul>

<p>and explain how these questions help answer the essential questions and can stimulate additional questions.</p> <ul style="list-style-type: none"> <li>Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	informed economic decisions
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> <li>Gather relevant information from multiple resources representing a wide range of views</li> <li>Possible examples include: <ul style="list-style-type: none"> <li>Children’s Literature</li> <li>BrainPop, Scholastic</li> <li>Time for Kids</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>Possible examples include: <ul style="list-style-type: none"> <li>Informative writing</li> </ul> </li> </ul>

*C3 Framework Indicators (K-12 Pathways)*

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D1.1.K-2	<ul style="list-style-type: none"> <li>Explain why the compelling question is important to the student</li> </ul>
D1.2.K-2	<ul style="list-style-type: none"> <li>Identify disciplinary ideas associated with a compelling question.</li> </ul>
D1.3.K-2	<ul style="list-style-type: none"> <li>Identify facts and concepts associated with a supporting question</li> </ul>
D1.4.K-2.	<ul style="list-style-type: none"> <li>Make connections between supporting questions and compelling questions</li> </ul>
D1.5.K-2	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions</li> </ul>
D3.1.K-2.	<ul style="list-style-type: none"> <li>Gather relevant information from one or two sources while using the origin and structure to guide the selection.</li> </ul>
D4.1.K-2.	<ul style="list-style-type: none"> <li>Construct an argument with reasons.</li> </ul>
D4.3.K-2.	<ul style="list-style-type: none"> <li>Present a summary of an argument using print, oral, and digital technologies.</li> </ul>
D4.4.K-2.	<ul style="list-style-type: none"> <li>Ask and answer questions about arguments</li> </ul>
D4.5.K-2.	<ul style="list-style-type: none"> <li>Ask and answer questions about explanations.</li> </ul>
D4.6.K-2.	<ul style="list-style-type: none"> <li>Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.</li> </ul>
D 4 .7. K-2 .	<ul style="list-style-type: none"> <li>Identify ways to take action to help address local, regional, and global problems.</li> </ul>
D4.8.K-2.	<ul style="list-style-type: none"> <li>Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</li> </ul>
D2.Eco.1.K-2.	<ul style="list-style-type: none"> <li>Explain how scarcity necessitates decision making.</li> </ul>
D2.Eco.2.K-2.	<ul style="list-style-type: none"> <li>Identify the benefits and costs of making various personal decisions.</li> </ul>
D2.Eco.3.K-2.	<ul style="list-style-type: none"> <li>Describe the skills and knowledge required to produce certain goods and services.</li> </ul>
D2.Eco.4.K-2.	<ul style="list-style-type: none"> <li>Describe the goods and services that people in the local community produce and those that are produced in other communities.</li> </ul>
D2.Eco.5.K-2.	<ul style="list-style-type: none"> <li>Identify prices of products in a local market.</li> </ul>
D2.Eco.6.K-2.	<ul style="list-style-type: none"> <li>Explain how people earn income.</li> </ul>
D2.Eco.7.K-2.	<ul style="list-style-type: none"> <li>Describe examples of costs of production.</li> </ul>
D2.Eco.9.K-2.	<ul style="list-style-type: none"> <li>Describe the role of banks in an economy.</li> </ul>
D2.Eco.10.K-2.	<ul style="list-style-type: none"> <li>Explain why people save.</li> </ul>
D2.Eco.12.K-2.	<ul style="list-style-type: none"> <li>Describe examples of the goods and services that governments provide</li> </ul>
D2.Eco.13.K-2.	<ul style="list-style-type: none"> <li>Describe examples of capital goods and human capital.</li> </ul>
D2.Eco.14.K-2.	<ul style="list-style-type: none"> <li>Describe why people in one country trade goods and services with people in other countries.</li> </ul>
D2.Eco.15.K-2	<ul style="list-style-type: none"> <li>Describe products that are produced abroad and sold domestically and products that</li> </ul>

	are produced domestically and sold abroad.
<b>Common Core Standards</b>	
<i>CCR</i>	<i>CCR Description</i>
CCR #	CCR text
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.
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
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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	
<b>Instructional Focus</b>	
<b>Enduring Understanding(s)</b>	
<ul style="list-style-type: none"> <li>• People make decisions based on their needs, wants, and availability of resources.</li> <li>• Economics is a driving force for the occurrence of various events in societies.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does scarcity affect decisions people make about what they need and want?</li> <li>• How does supply and demand influence prices?</li> <li>• What are goods and services?</li> <li>• How do goods from one part of the world influence other parts of the world?</li> <li>• How do we earn money?</li> </ul>	
<b>Themes</b>	
<ul style="list-style-type: none"> <li>• Economics</li> </ul>	
<b>Suggested Inquiries:</b>	
<ul style="list-style-type: none"> <li>• How do we make decisions between a need and a want?</li> <li>• How does scarcity affect communities?</li> <li>• What happens if we run out of a certain good or service?</li> <li>• What are good economic decisions?</li> <li>• How can I best compare opportunity costs?</li> <li>• Why do goods cost what they do?</li> </ul>	
<b>Evidence of Learning (Assessments – parenthetical notes reference competencies)</b>	
<ul style="list-style-type: none"> <li>• Create a list of needs and wants (for example: t-chart or Venn diagram)</li> <li>• Create prices for classroom items (Example: “Classroom Market” project)</li> </ul>	
<b>Objectives</b>	
Students will know or learn:	
<ul style="list-style-type: none"> <li>• Needs and wants</li> <li>• Scarcity and quantity</li> <li>• Supply and demand</li> <li>• Output and product</li> <li>• Goods and services</li> <li>• Exchange</li> <li>• Opportunity cost</li> </ul>	
Students will be able to:	

- Compare and contrast needs and wants
- Identify how scarcity affects decisions made by individuals and communities to meet their needs and wants
- Explain how supply and demand affect each other.
- Categorize goods and services they use in their daily life.

## Integration

### Technology Integration and Use of Data

- BrainPopJr
- Timeforkids

### Writing Integration

- Write about a time they had to make a decision about fulfilling a need/want
- Write to identify 5 goods they use in their daily lives and 5 services

### Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem solving: all
- Self Awareness and Direction: all

## Suggested Resources

### District-wide Resources

- Supply and Demand (Benchmark)
- Alexander, Who Used to Be Rich Last Sunday
- From Pine Tree to Pizza Box
- Virtual Economics 4.5 (flash drive)/EconEd link <https://www.econedlink.org/>
- Economics Theme Set (Benchmark)
  - Goods and Services
  - Our Needs and Wants

### Other Suggested Resources

- A Chair For My Mother by Vera B. Williams
- Homer Price by R. McClosky
- Prices Go Up, Prices Go Down: The Laws of Supply and Demand by D. Adler
- Bringing Rain to the Kapiti Plain by V. Aardema
- The Doorbell Rang by P. Hutchins
- Sam and the Lucky Money by K. Chinn
- Rutgers University *EconKids* <http://econkids.rutgers.edu/>



# Nutley Public Schools

## Social Studies Grade 2

### Unit #: 5

### Heroes and Holidays

#### Summary and Rationale

Understanding and evaluating change over time is a key feature of historical thinking. It involves discussing why events occur and how they shape our lives today. Historical inquiry requires knowledge of significant events, individuals, groups, and ideas. Developing historical knowledge and connecting it with historical investigations helps students remember the content more because it holds meaning, and also helps them to become better thinkers.

During this ongoing unit, students will learn that people in the United States celebrate many different holidays and occasions. These celebrations honor people in history (ex.: U.S. presidents), events from other cultures (ex.: St. Patrick's Day), or influential events in our country's history (ex.: Thanksgiving). They will understand that these events, people, and ideas shape how we live our lives today.

#### Recommended Pacing

Approximately 14 Days  
(Also ongoing throughout the year)

#### Standards

##### NJ Student Learning Standards

<u>CPI</u>	<u>CPI Description</u>
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.13	Describe how culture is expressed through and influences by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience

##### C3 Framework Inquiry Arc

<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> <li>Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>Explain how essential questions concerning economics are important.</li> <li>Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can</li> </ul>	<ul style="list-style-type: none"> <li>Use important concepts from economics to analyze and evaluate different holidays, historical events, and figures.</li> <li>Explain why we acknowledge and celebrate different holidays and events.</li> </ul>

<p>stimulate additional questions.</p> <ul style="list-style-type: none"> <li>Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> <li>Gather relevant information from multiple resources representing a wide range of views</li> <li>Possible examples include: <ul style="list-style-type: none"> <li>Children’s Literature</li> </ul> </li> <li>BrainPop, Scholastic, KidPix</li> <li>Thematic studies (holidays, events)</li> </ul>	<ul style="list-style-type: none"> <li>Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>Possible examples include: <ul style="list-style-type: none"> <li>Informational writing</li> </ul> </li> </ul>

*C3 Framework Indicators (K-12 Pathways)*

<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
D1.1.K-2	<ul style="list-style-type: none"> <li>Explain why the compelling question is important to the student</li> </ul>
D1.2.K-2	<ul style="list-style-type: none"> <li>Identify disciplinary ideas associated with a compelling question</li> </ul>
D1.3.K-2	<ul style="list-style-type: none"> <li>Identify facts and concepts associated with a supporting question.</li> </ul>
D1.4.K-2.	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions</li> </ul>
D1.5.K-2	<ul style="list-style-type: none"> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions</li> </ul>
D2.His.1.K-2.	<ul style="list-style-type: none"> <li>Create a chronological sequence of multiple events.</li> </ul>
D2.His.2.K-2.	<ul style="list-style-type: none"> <li>Compare life in the past to life today</li> </ul>
D2.His.3.K-2.	<ul style="list-style-type: none"> <li>Generate questions about individuals and groups who have shaped a significant historical change.</li> </ul>
D2.His.4.K-2.	<ul style="list-style-type: none"> <li>Compare perspectives of people in the past to those of people in the present</li> </ul>
D2.His.6.K-2.	<ul style="list-style-type: none"> <li>Compare different accounts of the same historical event.</li> </ul>
D2.His.9.K-2.	<ul style="list-style-type: none"> <li>Identify different kinds of historical sources.</li> </ul>
D2.His.10.K-2.	<ul style="list-style-type: none"> <li>Explain how historical sources can be used to study the past.</li> </ul>
D2.His.11.K-2.	<ul style="list-style-type: none"> <li>Identify the maker, date, and place of origin for a historical source from information within the source itself.</li> </ul>
D2.His.12.K-2.	<ul style="list-style-type: none"> <li>Generate questions about a particular historical source as it relates to a particular historical event or development.</li> </ul>
D2.His.14.K-2.	<ul style="list-style-type: none"> <li>Generate possible reasons for an event or development in the past.</li> </ul>
D2.His.16.K-2.	<ul style="list-style-type: none"> <li>Select which reasons might be more likely than others to explain a historical event or development.</li> </ul>

**Common Core Standards**

<i>CCR</i>	<i>CCR Description</i>
<i>CCR #</i>	<i>CCR text</i>
RI.2.1	Ask and answer questions such as who, what, where, when, why and how to demonstrate understandings of key details in a 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.
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)
RL.2.2.	Recount stories, including fables and folktales, and determine their central message, lesson, or moral.
W.2.8.	Recall information from experiences or gather information from provided sources to answer a

	question
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	
<b>Instructional Focus</b>	
Enduring Understanding(s)	
<ul style="list-style-type: none"> <li>American holidays have historical significance and are celebrated with different traditions and symbols.</li> </ul>	
Essential Questions	
<ul style="list-style-type: none"> <li>What is the significance of key American symbols and holidays?</li> <li>Why do we have national symbols?</li> <li>How do we celebrate the symbols, heroes and freedoms of our country?</li> <li>Who are some famous historical and fictional characters and how did they shape the United States?</li> <li>Why are our national symbols, monuments, and holidays important?</li> </ul>	
Themes	
<ul style="list-style-type: none"> <li>Civics</li> <li>History</li> </ul>	
Suggested Inquiries:	
<ul style="list-style-type: none"> <li>Who is an “American”?</li> <li>Which national symbols best represent American and its ideals?</li> <li>Who is a “patriot”? What is the best way to be patriotic and honor American ideals?</li> </ul>	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> <li>Thematic activities (holiday tradition activities)</li> <li>Identification of American figures (for example, look at a picture and be able to identify George Washington, Abraham Lincoln, etc.)</li> <li>Writing (example: an informational booklet about a national symbol, holiday, or American figure)</li> </ul>	
Objectives	
Students will know or learn:	
<ul style="list-style-type: none"> <li>How culture is expressed through and influences the behavior of people (How we celebrate holidays)</li> <li>The role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul>	
Students will be able to:	
<ul style="list-style-type: none"> <li>Describe the meanings of different American holidays</li> </ul>	
<b>Integration</b>	
Technology Integration and Use of Data	
<ul style="list-style-type: none"> <li>BrainPopJr</li> <li>Scholastic News</li> </ul>	
Writing Integration	
<ul style="list-style-type: none"> <li>Informational writing (for example, write an informational book about a national symbol, famous American figure, or holiday).</li> </ul>	
Competencies	
<ul style="list-style-type: none"> <li>Collaboration: all</li> <li>Communication: all</li> <li>Research: all</li> <li>Problem solving: all</li> <li>Self Awareness and Direction: all</li> </ul>	
<b>Suggested Resources</b>	

District-wide Resources

- Being Patriotic (Benchmark)
- We Must Remember These Heroes (Benchmark)
- Freedom for All set (Benchmark)
  - The Underground Railroad
  - Ruby Bridges
  - Laura's Story

Other Suggested Resources

- Thematic books about holidays, American figures (ex. George Washington, Abraham Lincoln, Thomas Jefferson, Paul Revere, Harriet Tubman, Thomas Edison), etc.