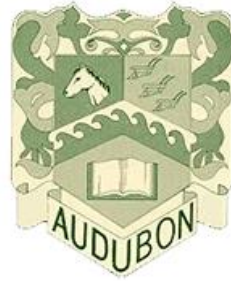


Audubon Public Schools



Grade 2: Social Studies

Curriculum Guide

Developed by:

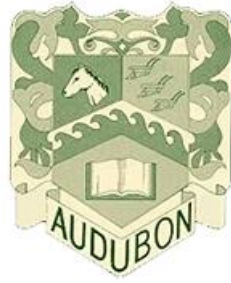
Ms. Amy Phillips

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August 15, 2018

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Course Description

Grade 2: Social Studies

In second grade, social studies education provides learners with the knowledge, skills, and perspectives needed to become active learners and informed citizens. Learners are encouraged to consider the perspectives and values of other societies both past and present, and how influential leaders have shaped our lives and government. Instruction expands to demonstrate how needs are met by being responsible members of the community. Students will also be given an opportunity to explore maps, globes, and landforms of the world in order to enhance their understanding of the physical features of the world we live in. Throughout the year, social studies is meant to bridge the connection between people, places, and events of the past and present using hands-on activities, exploration, and technology to engage 21st century learners.

Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1	<ul style="list-style-type: none"> ● 6.1.4.A.1,15 ● 6.1.4.C.2, ● 6.1.4.D.16,18 ● 6.3.4.A.1,2 	<ul style="list-style-type: none"> ● SL.2.1-10 ● RL.2.1-10 ● RI.2.1-10 ● W.2.1-10 ● L.2.1-0
Unit 2	<ul style="list-style-type: none"> ● 6.1.4.B.1,4,8 ● 6.1.4.C.5 	<ul style="list-style-type: none"> ● SL. 2.1-10 ● RL. 2.1-10 ● RI. 2.1-10 ● W.2.1-10 ● L.2.1-0
Unit 3	<ul style="list-style-type: none"> ● 6.1.4.A. 9,10 ● 6.14.D.1,13,14,17 ● 6.3.4.A.3 	<ul style="list-style-type: none"> ● SL.2.1-10 ● RL. 2.1-10 ● RI. 2.1-10 ● W.2.1-10 ● L.2.1-0
Unit 4	<ul style="list-style-type: none"> ● 6.1.4.C.2 ● 6.1.4.C.3 ● 6.1.4.C.4 ● 6.1.4.C.5 	<ul style="list-style-type: none"> ● SL. 2.1-10 ● RL. 2.1-10 ● RI. 2.1-10 ● W.2.1-10 ● L.2.1-0
Unit 5	<ul style="list-style-type: none"> ● 6.1.4.A.1 ● 6.1.4.A.2 ● 6.1.4.A.3 	<ul style="list-style-type: none"> ● SL.2.1-10 ● RL.2.1-10 ● RI.2.1-10

	<ul style="list-style-type: none">● 6.1.4.A.4● 6.1.4.A.6● 6.1.4.A.8● 6.1.4.B.1● 6.1.C.15● 6.1.4.C.17	<ul style="list-style-type: none">● W.2.1-10● L.2.1-0
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Social Studies	Grade 2	Unit 1 Communities	Trimester 1 Sept.-Oct.
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Focus Indicator(s)	
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.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
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.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
Companion Standards	
SL.2.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p>

	C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> A. Use collective nouns (e.g., <i>group</i>). B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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>).

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Vocabulary assessment with QR codes or Kahoot! ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Create a poster showing classroom, family or school rules and verbally present the work ● Write a letter to someone in another community sharing your description of Audubon, include physical and human characteristics. ● Use writing or technology to connect with student(s) from a different state to compare similarities & differences in their schools/towns. (Penpals)
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Scholastic News ● National Geographic Kids ● Nystrom Social Studies Atlas ● Leveled Guided Reading books ● Time For Kids Magazines 	<ul style="list-style-type: none"> ● Smartboard/computers ● Level appropriate trade books ● <u>Living in a Community</u> ● <u>From City to Country</u> ● <u>Changing Communities</u> ● <u>Getting Along</u> ● <u>A Story about a Community</u>
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Consistent Academic Language ● Informational Writing ● Informational Reading ● Whole group discussion of informational texts ● Guided Reading-small group ● Stem Activities 	
Enduring Understanding	Essential Questions

- 6.1.4.A.1 Students explain why rules & laws are created to help promote common good.
- 6.1.4.A.15 Students explain how & why it is important to collaborate with others in a community.
- 6.1.4.C.2 Students distinguish the differences between needs and wants and understand how choices influence individuals and their communities.
- 6.1.4.D.16 Students use examples from the past to demonstrate how stereotyping can lead to conflict & prejudice.
- 6.1.4.D.18 Students explain how beliefs, values and traditions can affect other cultures.
- 6.3.4.A.1 Students determine good rules and laws for their home or school community.
- 6.3.4.A.2 Students consider the perspectives of different groups and community members to determine their impact.

- 6.1.4.A.1 What evidence do students use to explain why rules & laws are created?
- 6.1.4.A.15 What reasons do students provide to demonstrate the importance of collaboration within a community?
- 6.1.4.C.2 How do students use logical reasoning to explain the difference between needs & wants? What examples will they provide to demonstrate how choices influence a community?
- 6.1.4.D.16 How do students connect the past to present to describe the effects of stereotyping and prejudice?
- 6.1.4.D.18 What examples do students describe to illustrate how cultures can be affected by different beliefs, values & traditions?
- 6.3.4.A.1 What types of rules and laws do students determine are pertinent to their home or school community?
- 6.3.4.A.2 How do students use group and community members perspectives to explain changes?

Social Studies	Grade 2	Unit 2 All About Earth	Trimesters 1-2 Nov.-Dec.
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Focus Indicator(s)	
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
Companion Standards	
SL.2.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 40px;">C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>

RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
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.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> A. Use collective nouns (e.g., <i>group</i>). B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i>, <i>children</i>, <i>teeth</i>, <i>mice</i>, <i>fish</i>). C. Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i>, <i>hid</i>, <i>told</i>). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i>; <i>The little boy watched the movie</i>; <i>The action movie was watched by the little boy</i>).

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Vocabulary assessment with QR codes or Kahoot! ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Create a map of the community. ● Create a map of your bedroom showing the skills used in mapmaking. ● Use and interpret the features of a map. ● Create a treasure hunt using a detailed map.
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Scholastic News ● National Geographic Kids ● Nystrom Social Studies Atlas ● Leveled Guided Reading books ● Time For Kids Magazines 	<ul style="list-style-type: none"> ● Smartboard/computers ● <u>Me On The Map</u> ● Where We Live ● Related videos
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Consistent Academic Language ● Informational Writing ● Informational Reading ● Whole group discussion of informational texts ● Guided Reading-small group ● Stem Activities 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● 6.1.4.B.1. Students compare and contrast information on different types of maps and explain their purpose. ● 6.1.4.B.4. Students discuss how landforms, weather, climate, and resources impact where people live and work. ● 6.1.4.B.8. Students determine how people choose to use and distribute their resources. ● 6.1.4.C.5. Students consider the role of specialization in the production and exchange of goods and services to determine its importance. 	<ul style="list-style-type: none"> ● 6.1.4.B.1. How do the students compare different types of maps to determine their importance? ● 6.1.4.B.4. What examples do students give to determine the impact of landforms and environment on where people live and work? ● 6.1.4.B.8. What evidence do students use to explain how people use and distribute natural resources? ● 6.1.4.C.5. How do students explain the role of specialization in the production and exchange of goods and services?

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Social Studies	Grade 2	Unit 3 Our Past	Trimester 2 Jan.-Feb.
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Focus Indicator(s)	
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)
6.1.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.13	Describe how culture is expressed through and influenced 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.
Companion Standards	
SL.2.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 40px;">C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Use collective nouns (e.g., <i>group</i>). B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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>).
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Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Vocabulary assessment with QR codes or Kahoot! ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Write a letter to an important political figure of the past thanking them for their contributions to our society. ● Write a poem about an important leader detailing their achievements. ● Write an article in newspaper format about the evolution of our society that highlights the contributions of others.

Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Scholastic News ● National Geographic Kids ● Nystrom Social Studies Atlas ● Leveled Guided Reading books ● Time For Kids Magazines 	<ul style="list-style-type: none"> ● Smartboard/computers ● The Pilgrims ● From Sea to Sea ● America ● A Community's History ● Young Abraham Lincoln
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Consistent Academic Language ● Informational Writing ● Informational Reading ● Whole group discussion of informational texts ● Guided Reading-small group ● Stem Activities 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● 6.1.4.A.9. Students compare and contrast individuals and groups of the past and present to explain their impact. ● 6.1.A.10. Students determine how the actions of Martin Luther King Jr. and other civil rights leaders created change and inspired activism. They discuss their impact on subsequent generations. ● 6.1.4.D.1. Students explain the impact of European colonization on Native American populations. ● 6.1.4.D.13. Students describe the expression of culture through the behavior of people in a society. They determine how culture is influenced through their behavior. ● 6.1.4.D.14. Students use examples to explain how the American identity has evolved over time. ● 6.1.4.D.17. Students consider the role of historical symbols, monuments, and holidays on the American identity. 	<ul style="list-style-type: none"> ● 6.1.4.A.9. What evidence do the students use to compare and contrast individuals and groups as they explain their impact? ● 6.1.A.10. What reasons do students use to explain how Martin Luther King Jr. created change and inspired activism? ● 6.1.4.D.1. What examples do students use to illustrate the impact of colonization on Native American populations? ● 6.1.4.D.13. How do students connect the expression of culture to the behavior of people in a society? How will they connect the influence of culture to the behavior of individuals? ● 6.1.4.D.14. How do students use events to trace the evolution of the American identity? ● 6.1.4.D.17. What symbols, monuments, and holidays do students use to determine their role in the American identity?

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Social Studies	Grade 2	Unit 4 All About Work	Trimester 3 March-April
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Focus Indicator(s)	
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 incentives vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence 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.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
Companion Standards	
SL.2.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 40px;">C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">A. Use collective nouns (e.g., <i>group</i>).</p> <p style="padding-left: 40px;">B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>

	<p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>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>).</p>
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Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Vocabulary assessment with QR codes or Kahoot! ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Interview someone about their occupation. ● Write an opinion piece about a career of interest to the student. ● Draw a picture of yourself in your chosen career. ● Create a classroom book about jobs in our community.
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Scholastic News ● National Geographic Kids ● Nystrom Social Studies Atlas 	<ul style="list-style-type: none"> ● Smartboard/computers ● Related videos ● Guest speakers

<ul style="list-style-type: none"> ● Leveled Guided Reading books ● Time For Kids Magazines 	<ul style="list-style-type: none"> ●
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Consistent Academic Language ● Informational Writing ● Informational Reading ● Whole group discussion of informational texts ● Guided Reading-small group ● Stem Activities 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● 6.1.4.C.2. Students explain the difference between wants and needs. They reflect on how scarcity and choice influence the decisions of individuals and groups. ● 6.1.4.C.3. Students determine how incentives vary between producers and consumers. ● 6.1.4.C.4. Students describe how supply and demand influence price and product output. ● 6.1.4.C.5. Students explain the role of specialization in the production (and exchange) of goods and services. ● 6.1.4.C.15. Students state how the development of different transportation systems has impacted the economies of New Jersey and the United States. ● 6.1.4.C.17. Students determine the role of science and technology in the transition from an agricultural society to an industrial society. 	<ul style="list-style-type: none"> ● 6.1.4.C.2. What evidence do students use to explain the difference between wants and needs? How do they describe the influence of scarcity and choice on the decision-making of individuals or groups? ● 6.1.4.C.3. What reasons do students use to determine how incentives vary between producers and consumers? ● 6.1.4.C.4. How do students use their understanding of supply and demand to explain its influence on price and product output? ● 6.1.4.C.5. What examples do students use to explain the role of specialization in the production of goods and services? ● 6.1.4.C.15. What types of transportation systems do students use to determine their impact on the economies of our state and country? ● 6.1.4.C.17. What evidence do students use to explain the role of science and technology in the transition from an agricultural society to an industrial society?

Social Studies	Grade 2	Unit 5 Our Government	Trimester 3 May-June
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Focus Indicator(s)	
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.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.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.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.6	Explain how national and state governments share power in the federal system of government.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
Companion Standards	
SL.2.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>

	<p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>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>).</p>
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Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Vocabulary assessment with QR codes or Kahoot! ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Write an informational piece about our government and how it works. ● Write a persuasive piece about updating rules and laws. ● Complete a classroom investigation evaluating unfair laws.
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Scholastic News ● National Geographic Kids ● Nystrom Social Studies Atlas ● Leveled Guided Reading books ● Time For Kids Magazines 	<ul style="list-style-type: none"> ● Smartboard/computers ● Related videos ●
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Consistent Academic Language ● Informational Writing ● Informational Reading 	

- Whole group discussion of informational texts
- Guided Reading-small group
- Stem Activities

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● 6.1.4.A.1 Students explain how rules & laws are created by various levels of government to protect & promote common good. ● 6.1.4.A.2 Students acknowledge that fundamental rights are guaranteed by the United States Constitution. ● 6.1.4.A.3 Students determine the influences of “fairness”, “equality” and “common good” with relevance to laws & policy changes. ● 6.1.4.A.4 Students identify how the government is organized and how the United States Constitution defines and checks the power of said government. ● 6.1.4.A.6 Students recognize how power is shared by the national and state governments. ● 6.1.4.A.8 Students use comparison & contraction to develop community, county, state, and national levels of understanding. ● 6.3.4.A.3 Students assist in developing plans to connect with others in community issues. 	<ul style="list-style-type: none"> ● 6.1.4.A.1 What indicators do students present to establish how rules & laws are created for the good of the people? ● 6.1.4.A.2 How will examples of American democracy be illustrated by students? ● 6.1.4.A.3 What influences do students share to demonstrate the changes to laws & policies through fairness, equality & common good? ● 6.1.4.A.4 How will students identify the organization of the government and the power the United States Constitution brings to it? ● 6.1.4.A.6 What examples do students provide to show shared power between the national & state governments? ● 6.1.4.A.8 What similarities & differences do students supply to describe functions of the government at community, county, state and national levels? ● 6.3.4.A.3 How will students participate to develop an action plan to inform the community about an issue?

Appendix A

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Rose Lang

Course Title: Social Studies Unit Name: Communities-Unit 1

Grade Level: 2

Approval Date: June, 2017

<p>Content Statements and Rationale: This unit explores the many jobs in a community and how that affects the students' lives.</p>	<p>NJSLS: 6.1.4.A.1,15 6.1.4.C.2, 6.1.4.D.16,18 6.3.4.A.1,2</p> <p>Companion Standards: SL.2.1-10 RL.2.1-10 RI.2.1-10 W.2.1-10 L.2.1-0</p>
<p>Overarching Essential Questions: How do communities work and why is it important to be a part of your community?</p>	<p>Overarching Enduring Understandings: Students should understand how a community works and how they can be a part of their community.</p>

<p>Unit Essential Questions: What is a community? Why do we have rules and laws in our community? How are communities different? What are ways to help in your community? What are consequences for breaking rules or laws?</p>	<p>Unit Enduring Understandings: We have rules so that we can get along at home, at school, and with friends. A community is a place where people live, work and play. Communities differ by physical and human characteristics.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): Create a poster showing classroom, family or school rules and verbally present the work Write a letter to someone in another community sharing your description of Audubon, include physical and human characteristics.</p> <p>All assessments will involve use of content specific vocabulary.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Students will learn about communities by reading various texts, discussing rules, creating posters and writing about Audubon.</p>
<p>Key Terms (Essential Vocabulary): Community, rules, laws, city, suburb, rural area, urban area, compass rose, landmark, citizenship</p>	
<p>Resources: Smartboard, computers, level appropriate trade books: Living in a Community From City to Country Changing Communities Getting Along A Story about a Community</p>	
<p>Suggested Activities for Inclusion in Lesson Planning:</p> <p>Create and present a poster showing classroom, family, school or community rules</p>	

<p>Write about Audubon Read informational and literary texts about communities</p> <p>Activities are interdisciplinary and involve the use of digital equipment. Activities are interdisciplinary and are infused in content area curriculum.</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will receive the support that is dictated. Students with 504 Plans will receive the support dictated by their plan</p> <p>ELL – Language support as needed. Opportunities for students to communicate through speaking, writing, drawing.</p> <p>Gifted Learners – Deeper investigation of the content, extra projects assigned.</p> <p>Mainstream Learners – Formative assessments to assess understanding of content.</p>	<p>Suggested Timeline:</p> <p>September-October</p>

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Rose Lang
Course Title: Social Studies Unit Name: All About Earth-Unit 2 Grade Level: 2
Approval Date: June, 2017

<p>Content Statements and Rationale:</p> <p>Students will learn about the Earth’s season and resources. They will be able to identify how these affect their lives.</p>	<p>NJSLS:</p> <p>6.1.4.B.1,4,8 6.1.4.C.5</p> <p>Companion Standards:</p> <p>SL.2.1-10 RL.2.1-10 RI.2.1-10 W.2.1-10 L.2.1-0</p>
<p>Overarching Essential Questions:</p> <p>How do the Earth’s seasons and resources impact our lives?</p>	<p>Overarching Enduring Understandings:</p> <p>Geography tells us about the people, places, and animals that live on the Earth. Maps and globes can help us learn about different landforms on Earth. Earth’s seasons and its resources affect our lives.</p>
<p>Unit Essential Questions:</p> <p>How does climate affect people’s lives? What can we use natural resources for? What does the earth consist of?</p>	<p>Unit Enduring Understandings:</p> <p>Climate can determine what clothes you wear, where you live, what resources you will have, etc. A natural resource is something in nature that prople use. The earth is made up of landforms and bodies of water.</p>

<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit):</p> <p>Create a poster to show the elements of geography and verbally present your work Make a map of any place you choose, showing landforms Write an opinion about which season impacts our lives the most in Audubon. All assessments will involve use of content specific vocabulary.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Students will learn about the Earth by reading, creating maps and posters, and expressing their opinions in writing.</p>
<p>Key Terms (Essential Vocabulary): Seasons, Protect, Natural Resources, map, globe, continents</p>	
<p>Resources: Smartboard, computers, ipads, level appropriate trade books on the following subjects: Where We Live Land and Water Earth's Seasons Earth's Resources People Change Earth Protecting Earth</p>	

Suggested Activities for Inclusion in Lesson Planning:

Write opinions about issues involving the care and respect of the Earth.
Create Maps and posters.
Read and discuss informational and literary text about the Earth.

Activities are interdisciplinary and involve the use of digital equipment.
Activities are interdisciplinary and are infused in content area curriculum.

Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):

Special Needs – Students with IEPs will receive the support that is dictated. Students with 504 Plans will receive the support dictated by their plan

ELL – Language support as needed. Opportunities for students to communicate through speaking, writing, drawing.

Gifted Learners – Deeper investigation of the content, extra projects assigned.

Mainstream Learners – Formative assessments to assess understanding of content.

Suggested Timeline:

November-December

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Rose Lang
Course Title: Social Studies Unit Name: Our Past-Unit 3 Grade Level: 2
Approval Date: June, 2017

<p>Content Statements and Rationale: The students need to recognize how important it is to recognize influential leaders from all cultures, genders, and religions.</p>	<p>NJSLS: 6.1.4.A.9,10 6.1.4.D.1,13,14,17 6.3.4.A.3</p> <p>Companion Standards: SL.2.1-10 RL.2.1-10 RI.2.1-10 W.2.1-10 L.2.1-0</p>
<p>Overarching Essential Questions: How does our past affect our society today?</p>	<p>Overarching Enduring Understandings: Beginning with the Native Americans and continuing through the westward expansion and Civil War, the United States slowly grew and changed. New people came to America and continue to do so today?</p>
<p>Unit Essential Questions: What are the characteristics of Dr. Martin Luther King, Jr. that made him such a good leader? Why is it important to learn about famous women, African Americans and Americans?</p>	<p>Unit Enduring Understandings: Dr. Martin Luther King, Jr. stood up for what he believed in without violence. It is important to recognize influential leaders from all cultures, genders, and religions. A community’s history evolved because of the people.</p>

<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit):</p> <p>Write an opinion piece about why it is important to recognize influential leaders. Make a poster showing important people in Audubon. Present proof , either verbally or in writing, that Martin Luther King was non violent.</p> <p>All assessments will involve use of content specific vocabulary.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Students will learn about the past by creating posters, expressing their opinions and reading literary and informational texts.</p>
<p>Key Terms (Essential Vocabulary): Civil rights, Native Americans, Historical symbols, Monument , Dr. Martin Luther King, Jr., traditions, civil rights</p>	
<p>Resources: Smartboard, computers, iPad, level appropriate trade books:</p> <p>America’s First People The Spanish Come to America The Pilgrims Arrive From Colonies to States Our Country at War From Sea to Sea A Community’s History</p>	

Suggested Activities for Inclusion in Lesson Planning

Read and discuss informational and literary text.
Write informational and opinion pieces about influential Americans
Write and present how Martin Luther King taught us to protest non-violently

Activities are interdisciplinary and involve the use of digital equipment.
Activities are interdisciplinary and are infused in content area curriculum.

Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):

Special Needs – Students with IEPs will receive the support that is dictated. Students with 504 Plans will receive the support dictated by their plan

ELL – Language support as needed. Opportunities for students to communicate through speaking, writing, drawing.

Gifted Learners – Deeper investigation of the content, extra projects assigned.

Mainstream Learners – Formative assessments to assess understanding of content.

Suggested Timeline:

January-February

<p>Content Statements and Rationale: This Unit will provide students with a look at the how, where and why people work. It will explain needs & wants by representing the importance of people as producers and consumers. The Unit will further explore availability of goods and services through trade. Working in this Unit will enhance student knowledge and build perspective of economics in society.</p>	<p>NJSLS:</p> <p>6.1.4.C.2 6.1.4.C.3 6.1.4.C.4 6.1.4.C.5</p> <p>Companion Standards:</p> <p>SL.2.1-10 RL.2.1-10 RI.2.1-10 W.2.1-10 L.2.1-0</p>
<p>Overarching Essential Questions: How do people provide for themselves and their families? Where does money come from? Who helps people get the things they need and want?</p>	<p>Overarching Enduring Understandings: Goods and services are used to satisfy the needs and wants of people. Money is required to make this happen and be aware of the ways in which that is earned and traded.</p>
<p>Unit Essential Questions: Why do people work? Where do people work? What jobs are available? What responsibilities do workers have? What needs do people have? How are needs & wants met? Why does money matter? What does money do for the worker? How do people work together to get needs & wants satisfied? What affect do goods & services have on people?</p>	<p>Unit Enduring Understandings: Consumers and producers are workers that are needed in our society to contribute to the people’s needs and wants. People who desire such needs and wants have an obligation to work and use money wisely to obtain those goods and services. These are all essential in creating choice or influencing decisions made by individuals, communities and nations.</p>

<p>How do goods & services compare to needs & wants?</p>	
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): Create a mini-book that includes at least five needs and five wants. Illustrate a picture for each. Use your mini-book to choose two needs and two wants to compare the differences between needs and wants. Tell which you would pick if you could only have one need and one want. Explain your reason.</p> <p>Make a 2-column chart to list various goods and services. Construct a poster to advertise one business from the list to attract people. Use a slogan to explain your product.</p> <p>Illustrate and label three occupations that earn money and list three ways to spend money.</p> <p>Draw a picture and write a short story to show how they would earn and use money they receive in their own lives.</p> <p>All assessments will involve use of content specific vocabulary.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): Students will identify needs & wants and distinguish differences between them. Students will identify service & goods and the provide reasons for them. Students will use key words to engage in discussion. Students will describe a producer and a consumer and the role each play in our life. Students will explain the importance of money and provide examples of ways to make it. Students will create timeline of production goods. Students will create posters to sort & label. Students will retell the process of goods reaching consumers. Students will use and exchange money for purchases within small group. Students will role play consumer and producer. Students will track, collect and record data of a good from production to consumer.</p>
<p>Key Terms (Essential Vocabulary): consumers, producers, goods, services, needs, wants, occupation, trade, factory, materials, resource</p>	
<p>Resources:</p>	

<p>Teacher created smart board activities (located on Haviland Resource site) computers, i-Pads, Content specific stories (i.e. picture, non-fiction, etc.) Time for Kids Scholastic News GoodandServicesintheCommunityworksheet.pdf, GoodsandServicesIfIOwnedAStoreWriting.pdf GoodsandServicesPrintable.pdf Herschel's World of Economics: Goods and Services https://www.youtube.com/watch?v=wy0TrDCiqLw 2ndGradeEconomics_GoodsAndServicesWithSenteoQuiz_000 (1).notebook</p>	
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with an I, followed by the related content area(s) Activities specifically related to Chrome Books or other Internet Connected Devices are identified with a DL (digital literacy):</p> <p>Create a mini book about needs and wants Create a graphic organizer showing the patterns of goods and services Create a slogan for a business Create drawings to show how money is earned and spent Write and illustrate a personal plan for earning and spending money in the future.</p> <p>Activities are interdisciplinary and involve the use of digital equipment Activities are interdisciplinary and are infused in the content area curriculum</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level): Special Needs - Given per IEP/504 Plan recommendations to include use of visuals, audio, manipulative, or other means of modeling, partner peering and assistive technology</p>	<p>Suggested Timeline: March - April</p>

<p>ELL – Language support as needed, the use of visuals, audio, manipulative, or other means of modeling, partner peering and assistive technology</p> <p>Gifted Learners – Allow for written response or higher order thinking questions, presentation of information through technology</p> <p>Mainstream Learners- Given per IEP/504 Plan recommendations to include use of visuals, audio, manipulative, or other means of modeling, partner peering and assistive technology</p>	
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Deb Costello
Course Title: Social Studies Unit Name: Our Government-Unit 5 Grade Level: 2
Approval Date: June, 2017

<p>Content Statements and Rationale: This Unit will focus on rules, laws and rights for people within a society and throughout a government. It will describe how these are created by various institutions of community, state and national advocates. The Unit will further explain how these measures are put into place for the common good, protection, and equality of the citizens. Working in this Unit will help students to develop and internalize self worth within their community and world.</p>	<p>NJSLS:</p> <p>6.1.4.A1 6.1.4.A.2 6.1.4.A.3 6.1.4.A.4 6.1.4.A.6 6.1.4.A.8 6.1.4.B.1 6.1.4.C.15 6.1.4.C.17</p> <p>Companion Standards:</p> <p>SL.2.1-10 RL.2.1-10 RI.2.1-10 W.2.1-10 L.2.1-0</p>
<p>Overarching Essential Questions: What are my responsibilities as a citizen and how do my thoughts influence the world around me?</p>	<p>Overarching Enduring Understandings: Leaders and lawmakers in communities, states, and government have rules and laws to protect citizens. .</p>
<p>Unit Essential Questions: Why do rules and laws exist? Who creates the rules and laws? Who has to follow them? What is a citizen? What do citizens do? What is my role as a citizen? Are the rules and laws the same or different for everyone? Do the rules and laws make a difference? If so, how? What would happen if there were no rules and laws?</p>	<p>Unit Enduring Understandings: Rules, laws and rights are essential functions of citizenship that communities, states, and government secure for the protection of its people. Following and adapting to these norms in society with respect and responsibility is paramount to citizens for equality, development and change.</p>

<p>Are the rules and laws fair? How? What is the government? What is the Constitution of The United States? How was it formed? Who? Why do we need it?</p>	
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit):</p> <p>Create a Citizenship Tree by labeling leaves on the tree that give ten examples of rules and laws.</p> <p>Use a three column organizer to list two rules and two laws of a community, a state and a government. Pick one rule or law from each column and tell who created that rule or law.</p> <p>Draw a picture of a community, a state, and a government. Orally explain how each part builds our country.</p> <p>Pretend you are the rule/law maker for the day. Write one law and/or one rule for your community, your state, and your government. Verbally explain your choices.</p> <p>All assessments will involve use of content specific vocabulary.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Students will be able to define rule and law. Students will provide examples of rules and laws. Students will develop an understanding of the differences between rules and laws. Students will explain the significance of having rules and laws. Students will use key words to engage in discussion. Students will compare rules and laws for communities, states, and government. Students will create a flow chart for rules and laws within a community, a state, and the government. Students will identify good characteristics of good citizenship. Students will choose a rule or law and illustrate a poster. Students will explore who the law makers are and which positions in community, state and government they hold. Students will write a letter to a public official...mayor, governor, or president. Students will partner to resolve a problem that may arise within a community, state or government. Students will be introduced to the Constitution of The United States.</p>
<p>Key Terms (Essential Vocabulary): Community, state, local, rules, laws, citizen, government, fairness, equality, constitution</p>	
<p>Resources:</p>	

<p>Teacher created smart board activities (located on Haviland Resource site) computers, i-Pads, Content specific stories (i.e. picture, non-fiction, etc.) Time for Kids Scholastic News http://kids.clerk.house.gov/young-learners/ Constitution Day Powerpoint.ppt Various Mentor Text Read Aloud</p>	
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with an I, followed by the related content area(s) Activities specifically related to Chrome Books or other Internet Connected Devices are identified with a DL (digital literacy):</p> <p>Create a citizenship tree. Use graphic organizers to list rules and laws on community, state and national levels. Draw pictures to show community state and national connections. Create and write about a law or rule for your community, state and country and orally present and defend your ideas</p> <p>Activities are interdisciplinary and involve the use of digital equipment Activities are interdisciplinary and are infused in the content area curriculum</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level): Special Needs - given per IEP/504 Plan recommendations to include use of visuals, manipulative, or other means of modeling, partner peering and assistive technology</p> <p>ELL – Language support as needed, the use of visuals, manipulative, or other means of modeling, partner peering and assistive technology</p>	<p>Suggested Timeline:</p> <p>May-June</p>

<p>Gifted Learners – Allow for written response or higher order thinking questions, presentation of information through technology</p> <p>Mainstream Learners- Given per IEP/504 Plan recommendations to include use of visuals, manipulative, or other means of modeling, partner peering and assistive technology</p>	
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Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

Intervention	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software