

# Grade Two

Course: Social Studies

Grade: 2

Time Frame: September - November (MP1)

Unit of Study: I. Communities

## STAGE 1: Desired Results

### 21st Century Skills

**Learning and Innovation Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

**Information, Media and Technology Skills:** Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:** Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS Social Studies	Indicator
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.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
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.
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood community.

6.1.P.B.2	Identify, discuss, and role play the duties of a range of community
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 efforts.

6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
NJSLS- Technology	Indicator
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
NJSLS - 21st Century Life and Career	Indicator

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments

9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

MEANING

<p><b>Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• We all belong to a community - the place where people live, work and play.</li> <li>• Communities change over time.</li> <li>• Rules and laws are an important part of the community.</li> <li>• Citizens, government workers, and public service personnel help our community.</li> </ul>	<p><b>Essential Questions</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>•What is a community?</li> <li>•How does a community change over time?</li> <li>•How are community rules and laws made?</li> <li>•Who are some important people in your community?</li> </ul>
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ACQUISITION

<p><b>Knowledge</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>•People will live in different types of homes in a community.</li> <li>•That a community relies on its workers.</li> <li>•A community is distinguishable based on the important landmarks/buildings.</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>•explore and identify different types of homes in a community.</li> <li>•identify various community workers and the role they play in a community</li> <li>•discuss and identify important landmarks and buildings in a community.</li> </ul>
<p><b>STAGE 2: Assessment Evidence</b></p>	
<p><b>Assessment and Performance Tasks:</b> <i>Students will show they have achieved Stage 1 Goals by</i></p>	
<p>Formative</p> <ul style="list-style-type: none"> <li>•Create a brochure of your town that describes important places in your community.</li> <li>•Research a community job and design a paper doll that displays the worker. Then write a 1-2 paragraph report describing that job.</li> <li>•Design an invitation to welcome a visitor to your favorite type of community.</li> <li>•Kahoot online learning game</li> <li>•Write a letter to inform local/state officials about pollution in a community and project possible solutions to the problem.</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>•Unit Test for communities</li> <li>•Content Vocabulary Quizzes</li> <li>•Exit Slips after each lesson</li> </ul>	<p>Alternative</p> <ul style="list-style-type: none"> <li>•construct a poster of a type of community</li> <li>•design a Google slide presentation of a type of community</li> </ul> <p>Benchmark</p> <ul style="list-style-type: none"> <li>● LinkIt Assessments</li> <li>● Reading Inventories</li> </ul>
<p><b>STAGE 3: Learning Plan (Key Learning Events and Instruction)</b></p>	
<p><b>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</b></p> <ul style="list-style-type: none"> <li>•graphic organizer based on three types of communities</li> <li>•four square organizer for community workers using varied books</li> <li>•class trip to local municipalities</li> <li>•community based reading comprehension</li> <li>•community worker scoot game</li> </ul>	<p><b>Integrated Accommodations and Modifications</b> <b>ELL</b></p> <ul style="list-style-type: none"> <li>● Numerous illustrations that help clarify the text</li> <li>● Use pictures with words</li> <li>● Dictate to a scribe</li> <li>● Use a bilingual picture dictionary</li> <li>● Work in small group to create a slide</li> </ul>

- Tiered Vocabulary- Concepts in primary language
- Special Education (See IEP for specific modifications to content)**

- Provide books on take
- Use images to illustrate the similarities and differences with the different communities
- Numerous illustrations that help clarify the text
- Work with a partner to build a community of choice
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing> **504**  
**(See 504 plan for specific accommodations)**

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used instruction
Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained.	Presentation	Compare and contrast needs/wants using Tchart

- Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained.
- Use word cards with pictures to make vocabulary cards
- Cut out pictures and paste into a document to illustrate the components that go into each type of community
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

**Students At Risk for Failure**

- Clear, specific instructions on how to compare and contrast wants and needs
- Demonstrate when possible the difference between a need and a want
- Use pictures with labels for vocabulary
- Draw a house that could be found in each community
- Work with a partner
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

**Gifted and Talented**

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS

ABSTRACT PRODUCTS

	<table border="1"> <tr> <td data-bbox="1075 191 1474 305">Knowledge (deepening):</td> <td data-bbox="1474 191 1864 305">Cognitive Structures</td> </tr> <tr> <td data-bbox="1075 305 1474 480">Written Products:</td> <td data-bbox="1474 305 1864 480">Problem Solving Strategies <b>Use data to determine which community is most cost effective for a family</b></td> </tr> <tr> <td data-bbox="1075 480 1474 594">Spoken Products:</td> <td data-bbox="1474 480 1864 594">Values</td> </tr> <tr> <td data-bbox="1075 594 1474 769">Constructed Products: <b>Design, and create a matching game for vocabulary</b></td> <td data-bbox="1474 594 1864 769">Appreciations</td> </tr> <tr> <td data-bbox="1075 769 1474 883">Artistic Performances:</td> <td data-bbox="1474 769 1864 883">Self-Actualization</td> </tr> <tr> <td data-bbox="1075 883 1474 1058">Leadership Behaviors <b>Present the three types of communities illustrating similarities and differences</b></td> <td data-bbox="1474 883 1864 1058"></td> </tr> </table> <ul style="list-style-type: none"> <li>● Design, and create a matching game for vocabulary</li> <li>● Plan and build an example of each type of community</li> <li>● Present the three types of communities illustrating similarities and differences</li> <li>● Use data to determine which community is most cost effective for a family ● Tiered Vocabulary - concrete to abstract examples</li> </ul>	Knowledge (deepening):	Cognitive Structures	Written Products:	Problem Solving Strategies <b>Use data to determine which community is most cost effective for a family</b>	Spoken Products:	Values	Constructed Products: <b>Design, and create a matching game for vocabulary</b>	Appreciations	Artistic Performances:	Self-Actualization	Leadership Behaviors <b>Present the three types of communities illustrating similarities and differences</b>	
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<b>Interdisciplinary Connections</b>  Language Arts:	<b>Technology Integration</b> <ul style="list-style-type: none"> <li>● Use an application to advertise a specific community</li> </ul>	<b>21st Century Life and Career</b> Explain the difference between jobs and careers	<b>Resources</b> Pebble Go website Discovery Education website										

<ul style="list-style-type: none"> <li>● Reading informational texts and answering corresponding questions</li> <li>● Writing from the perspective of a community worker</li> </ul>	<ul style="list-style-type: none"> <li>● Create a Google Slides project on your community</li> <li>● Conduct research using a variety of databases to explore changes in a community</li> <li>● identify a problem caused by community development and design a solution using an application.</li> </ul>	<p>Discuss where and how taxes are used in a community</p> <p>Discuss the role of a young citizen in a community</p>	<p>United Streaming website Scholastic Website Kahoot! Website Pearson Social Studies textbook Daily Geography (Evan Moor)</p> <p>Books: “Let’s Visit” book series (Author: Newbridge)</p> <p>Communities (Author: Newbridge)</p> <p>A City Grows (Author: Newbridge)</p> <p>“I Want to be...” book series (Author: Miller)</p> <p>Town Mouse, Country Mouse (Author: Brett)</p> <p>Little House (Author: Brown)</p>
<p><b>Content Specific Vocabulary</b> community urban suburban rural taxes citizen local state national current events politics</p>			

**ELL**

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades.

Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading partners, use think-pair-share.

Making predictions <http://www.teachervision.fen.com/skill-builder/reading/48610.html>

Reading an introductory portion <http://www.educators/content/introducing>

Supporting reading instruction <http://www.guides/teachertips>

Corlin Colorado <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ell>



<b>Tier One</b>	Teacher will determine words based on the need of the student
<b>Tier Two</b>	<b>community urban suburban rural taxes citizen local state national current events politics</b>
<b>Tier Three</b>	Teacher will determine words based on the need of the student

Course: Social Studies

Grade: 2

Time Frame: November-January (MP2)

Unit of Study: II. Native Americans

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS Social Studies	Indicator
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.10	Identify major cities in New Jersey as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
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.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
NJSLS- Technology	Indicator
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments.

8.1.2.A.5	Enter information into a spreadsheet and sort the information.
8.1.2.A.7	Enter information into a database or spreadsheet and filter the information.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose
8.2.2.B.4	Choose a product to make and plan the tools and materials needed.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
NJSLS - 21st Century Life and Career	Indicator
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
MEANING	

<p><b>Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Geography and natural resources impacted the Lenape way of life.</li> <li>● Geographical regions have varying landforms.</li> <li>● The Lenni Lenape had a strong influence in shaping the state of New Jersey.</li> <li>● Native Americans were instrumental in the survival of new settlers.</li> <li>● Native American made important contributions in the development of our country.</li> </ul>	<p><b>Essential Questions</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What are the geographical landforms of the region?</li> <li>● What are natural resources?</li> <li>● What important contributions made by the Native Americans continue to affect our lives today?</li> <li>● How did Native Americans influence the lives of new settlers?</li> </ul>
ACQUISITION	
<p><b>Knowledge</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The Lenape were hunters, gatherers, and farmers.</li> <li>● The Lenape built structures called longhouses and wigwams.</li> <li>● The Lenape utilized the natural resources available in their environment.</li> <li>● The Lenape taught the settlers how to utilize the land.</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast the Lenape way of life to present day life.</li> <li>● Identify types of food, clothing, and shelter the Lenape used.</li> <li>● Explain how the Lenape worked, lived, and played.</li> <li>● Recognize Native American contributions to our state and society. ● Explain how the European settlers changed life for the Native Americans.</li> </ul>

**STAGE 2: Assessment Evidence**

**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by*

**Formative**

- Create a lapbook to compare Native American to Pilgrim
- Kahoot online learning game
- Perspective diary entry

**Summative**

- Unit Test on the Lenni Lenape way of life
- Content Vocabulary Quizzes
- Exit Slips after each lesson

**Alternative**

- Construct a poster describing a Native American tribe
- Design a Google slide presentation of a Native American tribe

**Benchmark**

- MAP/STAR360
- Reading Inventories

**STAGE 3: Learning Plan (Key Learning Events and Instruction)**

**Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)**

- compare/contrast geographical maps of US Native American tribes
- research a Native American region and describe the basic needs of that tribe
- Read story “Little Gopher” by Tomie DePaola and identify character traits and compare them to yourself
- Read and discuss Native American and Pilgrim Scholastic News articles
- Research and design a Native American game

**Integrated Accommodations and Modifications ELL**

- Numerous illustrations that help clarify the text
- Provide audio review/native language and english
- Use a bilingual picture dictionary
- Use a Venn diagram to compare and contrast geographical maps
- Tiered Vocabulary- Concepts in primary language

**Special Education (See IEP for specific modifications to content) ●**

Use a Venn diagram to compare and contrast geographical maps

- Numerous illustrations that help clarify the text
- Point to the corresponding pictures as you read the text
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing>

**504 (See 504 plan for specific accommodations)**

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Support auditory presentation with visuals	Presentation	Compare and contrast needs/wants using Venn Diagram or T chart

- Color code Venn diagram
- Partner read or small group
- Support auditory presentation with visuals
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching

**Students At Risk for Failure**

- Clear, specific instructions on how to compare and contrast
- Partner read or small group for text readings
- Create structures to illustrate differences in structures
- Text at students level
- Tiered Vocabulary Pre-teaching

**Gifted and Talented**

The Instructional Products Menu - See bulleted list for suggested activities

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Leadership Behaviors															
<p><b>Interdisciplinary Connections</b> Language Arts:</p> <ul style="list-style-type: none"> <li>● Reading informational texts and answering corresponding questions</li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Navigate a virtual tour of the Mayflower on scholastic.com</li> <li>● enter information on a shared graphic organizer to display</li> </ul>	<p><b>21st Century Life and Career</b></p> <ul style="list-style-type: none"> <li>● Examine a geographical map and determine the consumer needs/wants of the various NA</li> </ul>	<p><b>Resources</b></p> <p>Pebble Go website Discovery Education website United Streaming website Scholastic Website</p>												



<ul style="list-style-type: none"> <li>● Read and retell literature pertaining to traditional Native American fables</li> </ul> <p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> <li>● Listen and sing traditional NA songs</li> </ul>	<p>NA regional differences</p> <ul style="list-style-type: none"> <li>● design a Native American tool to do a job</li> <li>● create Google slideshow retelling NA fables</li> </ul>		<p>Kahoot! Website Pearson Social Studies textbook Scholastic News Daily Geography (Evan Moor)</p> <p><b>Books:</b> “Little Gopher” by Tomie DePaola “Little Runner of the Longhouse” (Baker) “Whale in the Sky” (Siberell) “Tapenum’s Day”, “On the Mayflower”, “Sarah Morton’s Day”, “Samuel Eaton’s Day”(Waters)</p>
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**Content Specific Vocabulary**

Lenni Lenape longhouses wigwams shelter food community hunters gatherers farmers culture animal hide landform location

**ELL**

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. helpful Spanish-English cognates <http://www.pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading partners, use think-pair-share TPS.

<b>Tier One</b>	Teacher will determine words based on the need of the student
<b>Tier Two</b>	<b>Lenni Lenape longhouses wigwams shelter food community hunters gatherers farmers culture animal hide landform location</b>
<b>Tier Three</b>	Teacher will determine words based on the need of the student

Course: Social Studies  
Unit of Study: III. Economics

Grade: 2

Time Frame: January - March (MP3)

**STAGE 1: Desired Results**

**21st Century Skills**

**Learning and Innovation Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration  
**Information, Media and Technology Skills:** Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy  
**Life and Career Skills:** Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSL Social Studies	Indicator
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.C.1	Apply <u>opportunity cost</u> (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 <u>scarcity</u> and choice influence decisions made by individuals, communities, and nation
6.1.4.C.3	Explain why <u>incentives</u> vary between and among producer 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.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.

NJSLS- Technology	Indicator
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.A.1	Define products as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
8.2.2.C.2	Create a drawing of a product or device that communicates its function to peers and discuss.
8.2.2.C.3	Explain why we need to make new products.
8.2.2.C.4	Identify designed products and brainstorm how to improve one used in the classroom.
8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2	Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
8.2.2.D.4	Identify the resources needed to create technological products or systems.
NJSLS - 21st Century Life and Career	Indicator
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

MEANING

**Enduring Understandings**

*Students will understand that...*

- People work to earn money to pay for goods and services.
- The production of goods requires the use of several resources.
- Producers and consumers depend on each other for goods and services.

**Essential Questions**

*Students will keep considering...*

- Why do people earn money?
- What resources used in the production of goods?
- How do producers and consumers depend on each other for goods and services?

ACQUISITION

<p><b>Knowledge</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Workers earn money to either save or spend.</li> <li>Human resources are workers, natural resources are raw materials, and capital resources are tools, equipment and buildings used to produce goods or provide services.</li> <li>Producers make goods that consumers purchase.</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Recognize and explain that producers make goods to earn money.</li> <li>Trace the production of a good from natural resource to a finished product in the marketplace available to consumers.</li> </ul>
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**STAGE 2: Assessment Evidence**

**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by*

<p>Formative</p> <ul style="list-style-type: none"> <li>Drawings and models of goods and services</li> <li>Kahoot online learning game to distinguish between producers and consumers</li> <li>Create a business plan</li> </ul> <p>Summative</p>	<p>Alternative</p> <ul style="list-style-type: none"> <li>create a flipbook of production of a good from a natural resource to a finished product</li> <li>design a presentation to sell a product to an investor</li> </ul> <p>Benchmark</p> <ul style="list-style-type: none"> <li>MAP/STAR360</li> </ul>
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<ul style="list-style-type: none"> <li>Unit Test - Economics (money, types of resources, producers/consumers)</li> <li>Vocabulary Quizzes - Content Specific Vocabulary</li> <li>Exit Slips at the end of each lesson</li> </ul>	<ul style="list-style-type: none"> <li>Reading Inventories</li> </ul>
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**STAGE 3: Learning Plan (Key Learning Events and Instruction)**

**Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)**

- Draw and explain steps needed to turn a natural resource into a product
- Design a product to sell and include: expenses, profit, material/resources
- Define basic needs and wants, then write informative essay
- Create a Venn diagram to compare and contrast a service and goods worker.
- Create a shopping list with a grocery circular based on a budget.

**Integrated Accommodations and Modifications ELL**

- Numerous illustrations that help clarify the text
- Use pictures to make a list
- Dictate to a scribe
- Use a bilingual picture dictionary
- Use color coding to compare and contrast
- Tiered Vocabulary- Concepts in primary language

**Special Education (See IEP for specific modifications to content)**

- Put steps in order that turns a natural resource into a product
- Give an example of a product that they have bought
- Numerous illustrations that help clarify the text
- Work with a partner to to make a list of basic needs and wants
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing> 504

**(See 504 plan for specific accommodations)**

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained.	Presentation	Compare and contrast needs/wants using Tchart

- Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained.
- Use word cards to make a Venn diagram and then write it out
- Work with a partner to brainstorm ideas for essay....pre-write and plan

	<ul style="list-style-type: none"> <li>● Design, and create a natural resource into a product</li> <li>● Demonstrate how to set up a budget</li> <li>● Plan, budget and shop for a family dinner of four and six. ● Tiered Vocabulary - concrete to abstract examples</li> </ul>		
<p><b>Interdisciplinary Connections</b></p> <p><b>Visual and Performing Arts:</b></p> <ul style="list-style-type: none"> <li>● Role play producers and consumers using money</li> </ul> <p><b>Language Arts:</b></p> <ul style="list-style-type: none"> <li>● Write a cartoon using sound words, based on story “Click, Clack, Moo, Cows That Type” (Cronan)</li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Using Google Pix, design to improve a tool used in the classroom.</li> <li>● Create a slideshow showing the flow of a natural resource into a finished product.</li> </ul>	<p><b>21st Century Life and Career</b></p> <ul style="list-style-type: none"> <li>● Create a t-chart separating needs and wants.</li> <li>● Spend a hundred dollars using a checkbook to keep track of money flow.</li> </ul>	<p><b>Resources</b></p> <p>Pebble Go website  Discovery Education website  United Streaming website  Scholastic Website  Kahoot! Website  Pearson Social Studies textbook  Scholastic News  Daily Geography (Evan Moor)</p> <p><b>Books:</b></p> <p>Nelson book series: “From Sheep to Sweater” (*different titles in series)</p> <p>“Sam and the Lucky Money” (By author: Chinn)</p> <p>“A New Coat for Anna” (Ziefert)</p> <p>“The Tortilla Factory” (Paulson)</p> <p>“How the Second Grade Made \$8,205 (Zimmerlan)</p> <p>“Click, Clack, Moo, Cows that Type” (By author: Cronan)</p>
<p><b>Content Specific Vocabulary</b></p> <p>Wages, producers, sellers, products, goods, services, assembly line, economy, supply and demand, savings, human resources (workers), natural resources (raw materials), capital resources (tools, equipment)</p>			



**ELL**

Tiered Vocabulary Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English Spanish-English cognates <http://www.pdf/articles/cognates.pdf>  
Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>  
Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades.

<b>Tier One</b>	Teacher will determine words based on the need of the student
<b>Tier Two</b>	wages    producers    sellers    products    goods    services    assembly line    economy    supply and demand    savings human resources (workers)    natural resources (raw materials)    capital resources (tools, equipment)
<b>Tier Three</b>	Teacher will determine words based on the need of the student

**Course: Social Studies**  
**Unit of Study: IV. Our Nation**

**Grade: 2**

**Time Frame: April - June (MP 4)**

**STAGE 1: Desired Results**

**21st Century Skills**

**Learning and Innovation Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration  
**Information, Media and Technology Skills:** Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy  
**Life and Career Skills:** Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSL Social Studies	Indicator
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).
6.1.4.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.A.14	Describe how the world is divided into many nations that have their own governments, language, customs, and laws.
6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the 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.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
NJSLS- Technology	Indicator
8.1.P.A.1	Use an input device to select an item and navigate the screen.
8.1.P.A.2	Navigate the basic function of a browser.
8.1.P.A.3	Use digital devices to create stories with pictures, numbers, letters, and words.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.2.2.B.1	Identify how technology impacts or improves life
NJSLS - 21st Century Life and Career	Indicator
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## MEANING

### Enduring Understandings

*Students will understand that...*

- Our government is made up of people who run a community, state, or country, and describe its purpose.
- Our nation's Capitol, Washington, DC, is the center of democracy.
- American monuments and symbols reflect democracy and freedom.
- Geography is a way of understanding the relationship between people and the world.
- American holidays are influenced by the cultural diversity of its citizens.

### Essential Questions

*Students will keep considering...*

- Who makes up the government on all levels?
- What purpose does government serve?
- How do American symbols and songs democracy and freedom?
- How does geography impact people, and people impact geography?
- What factors of diversity and culture shape the specific characteristics of holidays?

## ACQUISITION

<p><b>Knowledge</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The significance of national statues, monuments, symbols, and buildings</li> <li>● Who are the leaders of various levels of government.</li> <li>● Features of different types of maps.</li> <li>● The special foods, clothes, music, symbols, literature, and events that are associated with various holidays.</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify American symbols and monuments.</li> <li>● Read and draw a map which includes common features.</li> <li>● Explain that we celebrate American holidays to express value that are important to the nation.</li> </ul>
<p><b>STAGE 2: Assessment Evidence</b></p>	
<p><b>Assessment and Performance Tasks:</b> <i>Students will show they have achieved Stage 1 Goals by</i></p>	
<p>Formative</p> <ul style="list-style-type: none"> <li>●Evan Moor daily geography activities to explore different types of maps and the relationship between people and the world.</li> <li>●Kahoot online learning game - American monuments, symbols, songs, community, state, country government</li> <li>●American Symbol Report</li> </ul>	<p>Alternative</p> <ul style="list-style-type: none"> <li>● Design a brochure highlighting some American symbols.</li> <li>● Reader’s Theatre incorporating music and symbols associated with our government and citizens</li> </ul> <p>Benchmark</p>
<p>Summative</p> <ul style="list-style-type: none"> <li>●Unit Test- American monuments, symbols, songs, community, state, country government</li> <li>●Vocabulary Quizzes - Content specific vocabulary</li> <li>●Exit Slips at the conclusion of government and geography lessons</li> </ul>	<ul style="list-style-type: none"> <li>● MAP/STAR360 ●</li> <li>Reading Inventories</li> </ul>
<p><b>STAGE 3: Learning Plan (Key Learning Events and Instruction</b></p>	

**Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)**

- research and write a bio of a president using appropriate author citation.
- Research a holiday that you don't celebrate
- Create a American symbol flipbook
- Read and discuss Scholastic News articles on holidays and government •Create a craft that symbolizes a holiday

**Integrated Accommodations and Modifications**

**ELL**

- Numerous illustrations that help clarify the text
- Provide audio review/native language and english Color code maps
- Use a bilingual picture dictionary
- Work with a partner to research and write bio of given president
- Tiered Vocabulary- Concepts in primary language

**Special Education (See IEP for specific modifications to content)**

- Use the identified websites to watch videos and listen to audio to get information about a given president
- Numerous illustrations that help clarify the text
- Color code maps
- Point to the corresponding pictures and dictate text to be written
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

**504 (See 504 plan for specific accommodations)**

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Use audio and video to allow students to understand material	Presentation	Listen to material and read the written word

- Use audio and video to allow students to understand material
- Partner read or small group • Color code maps

- Support auditory presentation with visuals
- Vary the method of lesson presentation using multi-sensory techniques
- Use different material to design a symbol
- Tiered Vocabulary - Pre-teaching

**Students At Risk for Failure**

- Clear, specific instructions what information is needed for presentation
- Partner read or small group for text readings
- Color code maps
- Create symbols using different types of material
- Text at students level
- Tiered Vocabulary Pre-teaching

**Gifted and Talented**

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures
Written Products:	Problem Solving Strategies
Spoken Products: <b>Research a NA region and describe the basic needs of that tribe</b>	Values
Constructed Products:	Appreciations
Artistic Performances: <b>Create a virtual story of a day in the life a Lenape Indian and present</b>	Self-Actualization

Leadership Behaviors	
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		<ul style="list-style-type: none"> <li>● Construct a new American symbol and explain significance</li> <li>● Research a holiday that you celebrate and invite someone to join you in that celebration.</li> <li>● Create a 3D symbols and report on the meanings</li> <li>● Research a holiday and compare the traditions to personal traditions</li> <li>● Create and describe a new American symbol</li> <li>● Tiered Vocabulary - concrete to abstract examples</li> </ul>	
<p><b>Interdisciplinary Connections</b></p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>● Reading informational texts and answering corresponding questions</li> <li>●</li> <li>● Reader’s Theatre of American holiday</li> </ul> <p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> <li>● Listen and sing traditional American folklore songs</li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Navigate a virtual tour of the White House</li> <li>● Design a map of a special place including map features such as compass rose and map key</li> <li>● create Google slideshow retelling a traditional American fable</li> </ul>	<p><b>21st Century Life and Career</b></p> <ul style="list-style-type: none"> <li>● Design cards to celebrate a holiday and deliver to a local senior center.</li> <li>● Analyze various symbols of democracy and freedom. Connect these symbols to the classroom community</li> </ul>	<p><b>Resources</b></p> <p>Pebble Go website Discovery Education website United Streaming website Scholastic Website Kahoot! Website Pearson Social Studies textbook Scholastic News Daily Geography (Evan Moor)</p> <p><b>Books:</b> “Statue of Liberty” Author: Penner “Symbols of Freedom” series “Abe Lincoln’s Hat” Brenner “The General’s Dog” Murphy “Abe Lincoln at Last” Osbourne (Magic Treehouse Series)</p>
<p><b>Content Specific Vocabulary</b></p> <p>capital White House President citizens democracy symbols Constitution government elections monuments flag timeline holidays diversity tolerance cultures respect fairness landforms continents and oceans compass rose map key borders</p>			

**ELL**

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades.

Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading partners, use think-pair-share TPS.

<b>Tier One</b>	Teacher will determine words based on the need of the student
<b>Tier Two</b>	<b>capital White House President citizens democracy symbols Constitution government elections monuments flag timeline holidays diversity tolerance cultures respect fairness landforms continents and oceans compass rose map key borders</b>
<b>Tier Three</b>	Teacher will determine words based on the need of the student