

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 2 Social Studies Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Social Studies

Curriculum Scope and Sequence

Content Area	Social Studies	Course Title/Grade Level:	Second Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Active Citizenship	Approximately 6 weeks September - Mid October
<u>Topic/Unit #2</u>	Second Grade Entrepreneurs (A Closer Look at History, Technology, and the Economy)	Approximately 5 weeks January - Mid February
<u>Topic/Unit #3</u>	Studying Branchburg	Approximately 3-4 weeks April
<u>Topic/Unit #4</u>	Touring the US	Approximately 3-4 weeks May

Topic/Unit 1 Title	Active Citizenship	Approximate Pacing	6 weeks September - Mid October
STANDARDS			
NJSLS Social Studies			
<p>6.1.2 CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.6: Explain what government is and its function.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>			
Interdisciplinary Connections:			
<p>HCM N.J.S.A. 18A:35-28, Holocaust/Genocide Education</p>			

(Example: Students will discuss how citizens become active, contributing, and responsible members of the community. They will discuss empathy and tolerance as key characteristics of successful communities. Social Justice will be explored through literature. Through Responsive Classroom instruction students will have opportunities to role play and practice these positive behaviors.)

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

(Example: Students will work to design a survey to give to a younger class or a certain population in the school community. They will collect data, make observations, and work collaboratively to develop a solution to problems that arise. They will present their findings and possible solutions to the class.)

W.2.7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

(Example: Students will participate in inquiry based action research to find potential problems in the school community and possible solutions for those problems.)

Standards for Mathematical Practices 1: Make sense of problems and persevere in solving them.

(Example: Students will collect data on potential problems in the school community. They will work collaboratively to discuss and make sense of those problems. They will be asked to brainstorm logical solutions and test those solutions.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community. <i>(Example: Students will collaboratively create a list of classroom jobs and then agree upon implementing the system of jobs, i.e. the expectations, the rotation/frequency and execution of the plan.)</i></p>	<p>8.1.2.AP.4: Break down a task into a sequence of steps. <i>(Example: Students will create a flowchart to show the steps that lawmakers take to create a new law).</i></p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. <i>(Example: virtual field trips to American landmarks)</i></p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Rules and Laws in a Community

- Why do we have rules?
 - to protect the rights of people, help resolve conflicts, and promote the common good
- What is my role and how can I contribute to my school, classroom and community?
 - active citizens listen to others with understanding and empathy, follow the rules of the community and understand their role of being a model citizen.
- What is the purpose of the government?
- How does the government make laws?

American Symbols and Landmarks

- How do historical landmarks symbolize the American identity?

Taking Action in Your Community

- How can I be an active citizen?
 - active citizens participate in the rulemaking process and abide by the rules of a community.
 - active citizens are upstanders to help everyone be treated fairly
 - active citizens work together to help others and solve problems in their community

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● the purpose of rules in a small and larger community (i.e. classroom, town, state, countries) ● different roles in a community, state, countries and governments ● qualities of an active citizen and their contribution to the community ● American rights and freedoms and the process for initiating change in a community ● different countries have different sets of rules, type of government 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● discuss the importance of rules and laws in helping to resolve conflict, promote common good ● discuss and understand the different roles in a community , county, state, and government ● understand and demonstrate the actions of a good citizen ● apply their rights and freedoms to make a difference in their community (i.e. school or town) ● recognize that every country has a type of government

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Design Your Own American Symbol/Landmark Using everything you have learned in this unit, design an original American symbol or landmark. Be ready to discuss why you designed it the way you did and what your symbol/landmark stands for.</p> <p>Community PBL Project: What makes a responsible citizen? How do you help at home? How do you help at school? Our Branchburg community has many programs that help positively impact the community. Your task will be to evaluate our school/community needs and create a proposal identifying the need and how you can meet it.</p> <ul style="list-style-type: none"> • Design a survey to gather community members' opinions (i.e. a first grade class) about the school and in particular, what area for improvement is most important to them. • Share results of survey (make a poster, write a letter, etc) to the class that will suggest ideas for ways to improve the school. (Use checklist to assess students.)
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Observation (discussions, participation, behaviors, interactions with others) • Exit Tickets • Student Work Samples
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Graphic Organizers • Student Work Samples • Exit Tickets • Observation (discussions, participation, behaviors, interactions with others)
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>“Create a Community” Second Grade SS Benchmark Assessment will be given 2 X per year (September and May)</p> <ul style="list-style-type: none"> • Students will be asked to use everything they know about communities to design a dream community including the resources, technology, transportation, and communication methods for that community. They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.
<p>RESOURCES</p>	
<p>Core instructional materials:</p>	

Unit 1 Lesson Ideas

Read Alouds

- *So You Want to Be President?*
- *What is a Community?*
- *What is the Executive Branch?*
- *What are the Branches of Democracy?*
- *What are State and Local Government?*
- *What are Community Rules and Laws?*
- *Respect the Rules!*
- *Government Leaders Then and Now*
- *Our Government the Three Branches*
- *Keena Ford and the Field Trip Mix Up*
- *Malala's Magic Pencil*
- *Sometimes People March*
- *Come With Me*
- *Shaking Things Up: 14 Young Women Who Changed the World*

Video Clips

- Creating classroom community (show & discuss): <https://www.youtube.com/watch?v=gDwKTiPXlgA>
- Exploring Community Rules and Laws: <https://www.youtube.com/watch?v=ulcGlwgPg-g>
- Forms of Government: <https://www.youtube.com/watch?v=vdh9xo47OWM>
- Kid President Video Clip: <https://www.youtube.com/watch?v=4z7gDsSKUmU>

Responsive Classroom Resources

Supplemental materials:

- Class magazines: Time for Kids/ Scholastic News/ Weekly Reader
- Photographs/videorecording of the park/public space (for a virtual trip to the local park/public space if there is no way that students can go in person)

- Map of the neighborhood park/public space
- Assorted classroom leveled library books
- PebbleGo
 - *Being A Good Citizen*
 - *US Government*
 - *Civil Rights Leaders*
- Discovery Education <https://app.discoveryeducation.com>
- Project Based Learning Ideas: <https://sites.google.com/a/umich.edu/nkduke/home/project-place-units>
 - *Visual for Presentation Skills*
 - *Local Government Book*
- Other Suggested Read Aloud Books
 - *Liberty!* by Allan Drummond
 - *Rules and Laws* by Ann Marie Kishel
 - *No Rules for Rex* by Daisy Alberto
 - *Officer Buckle and Gloria*-book or video
 - *Shiver, Gobble and Snore*-youtube clip
 - *No David*, David Shannon
 - *Community Leaders*, Kishel, Ann-Marie
 - *Library Lion*, Knudsen, Michelle
 - *Community Leaders Then And Now*, Hill, Christina and Torrey Maloof
 - *Martin Luther King Junior*- Reading A-Z (multi-level)
 - *Responsive Classroom: Rules in School*

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Second Grade Entrepreneurs (A Closer Look at History, Technology, and the Economy)	Approximate Pacing	5 weeks January - Mid February
STANDARDS			
NJSLS Social Studies			
<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</p> <p>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p> <p>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</p> <p>6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</p>			
Interdisciplinary Connections:			
<p>AMC Amistad Commission Mandate</p> <p><i>(Example: Students will spend time discussing the contributions of lesser known African American scientists such as Thomas L. Jennings- dry cleaning; Mark E. Dean- computers; Charles Richard Drew- blood donation blood banks; Marie Van Brittan Brown- security systems; Dr Patricia Bath- laser surgery; Jan Ernst Matzeligar- shoes; Alexander Miles- elevators.)</i></p> <p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> <p><i>(Example: Students will be shown a modern tool and then the older version of the tool (real or virtual), such as a cell phone and a landline. They will be asked to test and compare the efficiency of both.)</i></p> <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.</p>			

(Example: Students will be reading books and articles about the inventor they are researching. Students must use informational reading skills such as identifying the main idea and supporting details, inferring vocabulary, and synthesizing information to learn about their inventor.)

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.

(Example; Students will be writing an informative/ explanatory text as part of their research project to explain the contributions of an inventor of their choice.)

W.2.7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

(Example: Students will be conducting research to answer the following question: Who is someone who has changed America for the better through the creation of a tool?)

2.MD.A.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

(Example: Students will have hands-on experiences with money by creating and role-playing a school store. They will practice solving word problems involving money.)

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

(Example: Students will have to work together to persuade other classmates to invest in their good/service. They will need to create a sales pitch persuading why their good/service is the best.)

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

(Example: Students will participate in whole group, small group, and partnership conversations about financial topics and developing the class store.)

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

(Example: Students will work together to create a product or service that they feel will be beneficial to other students. They will create the product and need to “market” the product by using multimedia and other visual displays.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job <i>(Example: Students will learn how need creates jobs and how the types of jobs may change due to technology, communication, and other transportation advancements. They recognize how jobs have changed over time and how the skills needed to do some jobs have changed over time due to these factors.)</i></p> <p>9.1.2.FP.2 Differentiate between financial wants and needs. <i>(Example: Students will sort objects to show if they are examples of a “need” or a “want”.)</i></p>	<p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. <i>(Example: Students will sort pictures of “then and now technology,” or view digital presentations and discuss how the technology has changed and how these changes have impacted our lives)</i></p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p>Science & Technology Impact Society</p> <ul style="list-style-type: none"> ● Why do people and places change over time? <ul style="list-style-type: none"> ○ People and places adapt as concepts (i.e technology, communication, transportation) change. ○ Weigh positive and negative effects of changes ● How do jobs differ today from years ago? <ul style="list-style-type: none"> ○ The past that influences the present and future <p>Contributions from Inventors of the Past</p> <ul style="list-style-type: none"> ● Why do we honor some people and events from the past? <ul style="list-style-type: none"> ○ to recognize and appreciate the contributions of major figures from diverse backgrounds ○ to acknowledge contributions from New Jersey inventors <p>The Economy</p> <ul style="list-style-type: none"> ● How Can I Be a Good Shopper? <ul style="list-style-type: none"> ○ People cannot have everything they want, they have to make choices ○ Saving money and budgeting can help bring financial success ● What impacts the economy?

- Supply and demand
- Debt
- Trade

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- Definition of past, present, and future
- the similarities and differences between everyday life of past and present.
 - Simple tasks and how they have evolved throughout the years (i.e. washing clothes, cooking, communication)
- Different technological advances and inventions and their impact on daily life
 - inventors from diverse backgrounds and their contributions to society
 - influential NJ inventors and their contributions to society
- Positive and negative effects from changes
- Definition of good, services, consume
- Explain scarcity and its impact on goods
- The basic goods and services a family needs are food, shelter, clothing, and jobs.
 - Needs are items that all families have to survive such as shelter, food, and clothing.
 - A "want" is something that would be nice to have but is not necessary for survival.
- People use a variety of transportation by air, land, and sea to transport goods and services.
 - There are manmade and natural resources.

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- Recognize how transportation, technology and communication have changed over time
 - Describe how aspects of life have changed from past to present
 - Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- Demonstrate knowledge of significant inventors (including those from diverse backgrounds and those from New Jersey) and inventions and their contributions to society
- Describe how jobs have changed over time
- Evaluate the impact of these changes
- Distinguish between goods and services
- Describe ways in which families consume goods and services
 - Identify the basic goods and services a family needs for everyday life.
- Identify the benefits and cost of making various personal decisions
 - Identify the opportunity cost involved in a consumer decision
 - Differentiate between needs and wants
- Identify the types of transportation used to move goods and people.

<ul style="list-style-type: none"> ○ Technology and inventions play an important role on how people use the environment. ● People can hold various jobs to produce and distribute goods and receive income for their services. <ul style="list-style-type: none"> ○ People use money to pay for their needs and wants. 	<ul style="list-style-type: none"> ● Identify various jobs and explain how workers in these jobs receive income for their work. ● Identify various forms of currency (e.g., penny, nickel, quarter, dollar). <ul style="list-style-type: none"> ○ Identify the uses and purposes of money ○ Explain what it means to "save" money. ● Describe the role of resources such as air, land, water, and plants in everyday life. <ul style="list-style-type: none"> ○ Describe the effect natural resources have on communities and people
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Choose a job, research what that job was like 100 years ago ● Compare & Contrast jobs of the past and jobs of today ● Presentation on “Job of the Past” (use “Presentation Checklist” to assess students) ● Students write advertisements for their good or service, as well as procedural or how-to text about how to make the good or provide the service and present it to the class. Use checklist to assess students.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Observation (discussions, participation, behaviors, interactions with others) ● Exit Tickets ● Student Work Samples
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Create a “Family Storyboard” of their family and how it changed over time ● Research goods that are necessities to our community. <ul style="list-style-type: none"> ○ Students begin by studying some key economics concepts and the goods or services a local business produces or provides, the resources needed to produce those goods or provide those services, the means of distributing those goods or services, and the market for those goods or services ● Create a class store
Benchmark Assessments (used to establish baseline achievement data and measure progress towards	<p>“Create a Community” Second Grade SS Benchmark Assessment will be given 2 X per year (September and May)</p> <ul style="list-style-type: none"> ● Students will be asked to use everything they know about communities to design a dream community including the resources, technology, transportation, and communication methods for

grade level standards; given
2-3 X per year)

that community . They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.

RESOURCES

Core instructional materials:

[Unit 2 Lesson Ideas](#)

[Read Aloud Books:](#)

- *Home Then and Now*
- *Community Helpers Then and Now*
- *Present and Past*

[Read Aloud Books:](#)

- *Learning about Earning*
- *Why Should I save for a Rainy Day*
- *Prices! Prices! Prices! Why They Go Up and Down*
- *Lemonade for Sale*
- *How Banks Work*
- *The World of Trade*
- *Money and Trade in Our World*
- *What are Budgets*
- *Liam Takes a Stand*

Supplemental materials:

- **Project Based Learning Ideas:** <https://sites.google.com/a/umich.edu/nkduke/home/project-place-units>
- “One Room Scool House” Flicker presentation:
<https://www.flickr.com/photos/22738816@N07/16076914910/in/photolist-quEoG7-6MbcQ-p14n7P-phhyHz-p15zGW-zpePL-KyVK-phwFXN-6yAy1G-68YKLg-7y3Hx2-p15yXE-DGBs4i-DGBsgH-7cjtqE-9a2ccw-8J2oBm-boLFtv-86u9Pz-q78yb-6ytwgA-cY7oMU-8u>

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- “1925 Model Ford T” Flickr presentation:
<https://www.flickr.com/photos/29233640@N07/27405552721/in/photolist-HKJC2F-ay13tu-nDphQB-nMj19f-oqzWSR-oUrcp5-6Lvz25-c3671J-9giybo-fzqdTA-ayntCv-9ggTTH-9DA6cp-nInDnq-9FPWbN-cgAuRj-mbhpF8-582wfv-oYckVq-65vqmC-qgMCiz-o mCbmp-92D4rW-582wvp-nvMqGF-586Js7-586Kfm-582x7V-4pegRD-582xeV-6ECs8Y-582xpF-586KgN-586Kjf-582x9c-582wup-ab4MrX-582xoK-586Kx5-586KHu-582wTV-opharG-582xux-aEY7Q2-586K2A-8TYAqN-6zxRvb-nTdmfb-GWeJFB-fwijh2>
- “Vintage Phone” Flickr presentation:
<https://www.flickr.com/photos/129816626@N04/18756000833/in/photolist-uzppAH-7RpB2P-5ExzYT-89KNcA-4DhK-887nr x-6EPSoQ-8dwAu3-6EaMrf-6VNKVu-8bkHy2-6DbSoy-8uE7xL-5yqCYu-6HEUbp-6VKYPe-5pvG4C-6ELCPk-G43iv-6KUxXW-74riG R-bx9YgA-7xTZ2h-7fDsFu-6VNgrA-6S4d98-6KUVFW-6VJwCe-6y6rDw-6VNTgf-6KR3ut-6VPovL-6VNDvQ-6NP5GZ-5yqY2U-naP aJP-7hj9L5-6KVBTw-6S5uBP-5LRq3P-5ETiet-6VNirY-5LW9yh-5k4nQe-8erQvo-stc6m-JJJ3EU-2kW6Go-6KRv1R-6y3kkW>
- “Timeline of the Telephone” Visual #1: <https://ashlienupp.files.wordpress.com/2015/04/phone.jpg>
- “Timeline of the Telephone” Visual #2”
<https://s-media-cache-ak0.pinimg.com/originals/79/a2/88/79a28830b44023e9036c107f35d0795a.jpg>
- <http://www.harcourtschool.com>
- Class magazines: Time for Kids/ Scholastic News/ Weekly Reader
- **Pebble Go** (shared reading and/or read aloud):
 - *Inventors and Business Leaders*
 - *History Makers*
 - *Scientists*
 - *Long Ago and Today*
- Assorted texts from classroom leveled library
- **READ ALOUDS:**
 - *Happy Birthday, Martin Luther King* by Jean Marzollo
 - *Amazing Americans: Susan B. Anthony*, Kuligowski, Stephanie
 - *Dad, Jackie, and Me* by Myron Uhlberg

- *Finding Out About Past* by Solomon Godon
- *School Today and Long Ago* by Sally Lee
- *School Today and Long Ago* by Mario Lucca
- *Today and Long Ago* by Sarah Eason
- *Families Through Time*, Dustman, Jeanne
- *School Days Then and Now*, Kalman, Bobbie

PebbleGo (shared reading and/or read aloud):

- *All About Money*
 - *Scarcity*
 - *Supply and Demand*
 - *Needs and Wants*
 - *Goods and Services*
 - *Consumers and Producers*

<http://www.harcourtschool.com>

Class magazines: Time for Kids/ Scholastic News/ Weekly Reader

READ ALOUDS:

- *From Seed to Salad* by Hannah Lyons Johnson
- *Do I Need It? Or Do I Want It? Making Budget Choices*, Larson, Jennifer S.
- *Goods And Services*, Houghton, Gillian
- *What Do We Buy? A Look At Goods And Services*, Nelson, Robin
- *Sally's Big Save*, Driscoll, Laura
- *Who's Buying? Who's Selling? Understanding Consumers And Producers*, Larson, Jennifer S.
- *A Country Far Away** by Nigel Gray & Philippe Dupasquier
- *One Hen: How One Small Loan Made A Big Difference*, Milway, Katie Smith

Assorted texts from leveled classroom libraries

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Studying Branchburg	Approximate Pacing	3-4 weeks April
STANDARDS			
NJSLS Social Studies			
<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).</p> <p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p> <p>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p> <p>6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</p> <p>6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</p>			
Interdisciplinary Connections:			
<p>2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. <i>(Example: Students will create different models and maps to represent places. They will distinguish between bodies of water and land so that it is clearly represented on the maps.)</i></p> <p>2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>			

(Example: Students will read many different maps throughout the unit. They will learn how to interpret and read a map. They will be able to identify different places where water is found on the Earth. They will see that it can be solid, such as glaciers at the poles of the Earth or liquid, such as rivers, lakes, or oceans.)

2.MD. A. Measure and estimate lengths in standard units.

(Example: Students will be asked to estimate and find distance between 2 places on a map using standard units.)

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

(Example: Students will read many different maps throughout the unit. They will learn how to interpret the map to answer questions. They will learn how a map is a crucial text feature and the importance of reading the maps in their informational texts.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>9.4.2.DC.7: Describe actions peers can take to positively impact climate change</p> <p>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults</p> <p><i>(Students will learn about the environmental problems that Branchburg faces due to Climate Change. They will brainstorm ways to support and help the community.)</i></p>	<p>8.2.2.ITH.3: Identify how technology impacts or improves life.</p> <p><i>(Students will discuss how the community of Branchburg has changed through time and how technology has impacted those changes).</i></p> <p>8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.</p> <p><i>(Students will work together to brainstorm ways to make Branchburg a better place to live).</i></p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Using Maps and Other Geographic Tools

- How do maps help us?
 - Maps help us find places of interest
 - Maps help us to get from one place to another
 - Maps have features that help us use them effectively

- We can use geo-spatial data to find answers to our questions

Branchburg Past and Present

- What are the important places and features of my town?
 - Every town has unique human and natural characteristics that make it special for its members

Ensuring Branchburg’s Future

- What environmental concerns are facing my community and how can I help?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● The location of continents and oceans ● The globe is a model of the earth and maps are representations of local and distant places. ● the physical features of places and regions on a simple scale basic globe and map skills ● geographic features on a physical map ● spatial concepts of location, distance and direction, including: The location of school, home, neighborhood, community, state, and country; The relative location of the community and places within it ● Characteristics of the community of Branchburg through the history ● Environmental issues facing our community 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Compare and contrast information that can be found on different types of maps, and determine how the information may be useful. <ul style="list-style-type: none"> ○ Examine and interpret symbols used in map keys/legends ○ Describe physical and human characteristics of places ○ Name positional/cardinal words (north, south, east,west, northeast, northwest, southwest, and southeast) ○ Follow and give simple directions ○ Recognize that different maps serve different purposes ○ Identify the 7 continents and 5 oceans of the world ○ Determine the locations of places and interpret information available on maps and globes ○ Compare and contrast information that can be found on different types of maps, and determine when the information may be useful ● Identify the location of school, home, neighborhood, community, state, and country using geospatial data

- Study the community of Branchburg through history and explain how it has changed over time
- Develop an action plan for solving environmental problems in our community

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Brochure of community (Possible rubric to assess brochure: http://www.readwritethink.org/files/resources/lesson_images/lesson856/rubric.pdf) ● Present brochure to class (peer rubric to provide feedback)
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Observation (discussions, participation, behaviors, interactions with others) ● Student Work Samples ● Exit Tickets
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Students will create his or her own brochure that includes a map of several student-selected human and natural characteristics of the local community (share with community to be given out to people who are moving into community) ● Create a scavenger hunt and have students follow directions using the map.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>“Create a Community” Second Grade SS Benchmark Assessment will be given 2 X per year (September and May)</p> <ul style="list-style-type: none"> ● Students will be asked to use everything they know about communities to design a dream community including the resources, technology, transportation, and communication methods for that community . They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.

RESOURCES

Core instructional materials:

[Unit 3 Lesson Ideas](#)

Nystrom Geography

[Read Aloud Books:](#)

- *Early Navigation Tools*

- *A Ticket Around the World*
- *Somewhere in the World Right Now*
- *Geography From A to Z*
- *Types of Maps*
- *Map Keys*
- *We Need Directions*
- *X Marks the Spot*

Supplemental materials:

- [Unit 3 Resource Folder](#)
- <https://www.zeemaps.com/>
- **Project Based Learning Ideas:** <https://sites.google.com/a/umich.edu/nkduke/home/project-place-units>
- **Branchburg Township webpage:** <http://www.branchburg.nj.us/about/index.php>
- **Sample “Our Town” Brochure:** http://www.readwritethink.org/files/resources/lesson_images/lesson856/sample.pdf
- **Sample Brochure Planning Sheet:** http://www.readwritethink.org/files/resources/lesson_images/lesson856/planning.pdf
- **Pebble Go** (shared reading and/or read aloud):
 - *Jobs in the Community*
 - *My World*
 - *Maps*
 - *Countries*
 - *People and the Environment: Living in a Small Town*
- <http://www.harcourtschool.com>
- Class magazines: Time for Kids/ Scholastic News/ Weekly Reader

- <http://www.state.nj.us/state/historykids/NJHistoryKids.htm>
- Assorted texts from classroom leveled libraries
- **READ ALOUDS:**
 - *Me on the Map*, by Joan Sweeney
 - *Maps and Globes*, by Harriett Barton
 - *Geography from A to Z*, by Harriett Barton
 - *As the Crow Flies*, Hartman, Gail
 - *Mapping Penny's World*, Leedy, Loreen
 - *A Ticket Around the World*, Diaz, Natalia and Melissa Owens
 - *Where In The World*, Brown, Lauren
 - *There's a Map on My Lap! : All About Maps*, Rabe, Random House Children's Books 2002
 - *State Shapes New Jersey*, McHugh , Black Dog and Leventhal Publishers, Inc 2010

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	Touring the US	Approximate Pacing	3-4 weeks May
STANDARDS			
NJSLS Social Studies			
<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p>			
Interdisciplinary Connections:			
<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.</p> <p><i>(Example: Students will be reading books and articles about the state/region they are researching. Students must use informational reading skills such as identifying the main idea and supporting details, inferring vocabulary, and synthesizing information to learn about their state/region.)</i></p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><i>(Example: Students will participate in whole group, small group, and partnership conversations about states and regions.)</i></p>			

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

(Example: Students will have to choose a favorite state/region based on what they have learned . They will need to work together to explain reasons for their choice and try to persuade others to agree with them.)

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

(Example: Students will read many different maps throughout the unit. They will learn how to interpret the map to answer questions. They will learn how a map is a crucial text feature and the importance of reading the maps in their informational texts.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. <i>(Students will compare cultures of different regions of the US.)</i></p> <p>9.1.2.CAP:1: Make a list of different types of jobs and describe the skills associated with each job <i>(Students will discuss how the characteristics of a region might impact the jobs found there.)</i></p>	<p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- How does geography impact where people live and what they do?
- The landforms, climate and weather have impacted the resources and where and how people live and work
 - People use and distribute natural resources
- What are the characteristics of each region? What makes each region unique?
- Each of the five United States regions have their own culture, economics, natural resources and physical environment.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • The landforms, natural resources and climate influence the culture and economics • Choices about where people settle influence how they live and their economic situation. • The type of community you live in (rural, urban, suburban) affects the way you interact with the environment. • The regions have changed over time because of science, technology, cultural, environmental, improved transportation, economic and other reasons. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the landforms and climate of each region. • Identify some of the major crops grown, animals raised, and other plants/animals of each region. • Identify several landmarks in each region. • Identify regions of the US on a map. • Compare and contrast regions of the US.
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> • Describe regions of US and identify on a map • Create a brochure or scrapbook of a region of the US
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Observation (discussions, participation, behaviors, interactions with others) • Student Work Samples • Exit Tickets
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Students can create a travel commercial for a region of the US • Class and partnership discussions about regions of the US
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>“Create a Community” Second Grade SS Benchmark Assessment will be given 2 X per year (September and May)</p> <ul style="list-style-type: none"> • Students will be asked to use everything they know about communities to design a dream community including the resources, technology, transportation, and communication methods for that community . They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.
RESOURCES	
<p>Core instructional materials:</p>	

[Unit 4 Lesson Ideas](#)

Nystrom Geography

[Social Studies Mentor Texts/ Read Alouds](#)

Supplemental materials:

- [Unit 4 Resource Folder](#)
- Google Maps
- Discovery Education
- World Almanac for Kids
- Encyclopedia Britannica
- Brain Pop
- YouTube video: Regions of the US
- <http://interactivesites.weebly.com/social-studies.html>

Modifications for Learners

See [appendix](#)

