NEPTUNE CITY SCHOOL DISTRICT

Social Studies
Curriculum
Grade 2

NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the NEPTUNE CITY School District to properly prepare the Neptune City students for successful integration into the NEPTUNE CITY High School Educational Program.

April 1, 2025   Document C1#1

NEPTUNE CITY BOARD OF EDUCATION

BOARD OF EDUCATION

Anthony Susino, President
David Calhaun, Vice President
Kimberly Bale
Sharon Dellett
Lisa Emmons
Drisana Lashley
Leidy Santana
Sherri Zanni

SCHOOL DISTRICT ADMINISTRATION

Mr. Pedro Garrido
Interim Chief School Administrator, Principal

George Gahles
School Business Administrator, Board Secretary

Michael Haynes
Supervisor of Special Services

SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT SOCIAL STUDIES

SOCIAL STUDIES
GRADE 2
CURRICULUM

Table of Contents

Curriculum

Unit Title	Page

NEPTUNE CITY SCHOOL DISTRICT

Social Studies
Grade 2

<u>Acknowledgements</u>

The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

As such, the Social Studies curriculum committee has prepared a curriculum with authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and prepare students for the 21st-century workplace. The dedicated committee designed a curriculum into coherent, time-bound comprehensive units of study with sample activities and classroom assessments to guide teaching and learning.

The following teachers supported by the guidance of Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual are to be commended for their talent, endless hours of collaboration and undying commitment to ensuring that the students of NEPTUNE CITY School District have the best educational opportunities that foster critical thinking in preparation for the 21st-century workplace.

Cecelia Harrington
Jennifer Siverson
Natasha Jennings
Tina DeChiara
Karen Poll
Kory Gross

NEPTUNE CITY SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the NEPTUNE CITY School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.

- A positive, equitable, and varied approach to teaching and learning.

- An emphasis on critical thinking skills and problem-solving techniques.

- A respect for and an appreciation of our world, its resources, and its diverse people.

- A sense of responsibility, good citizenship, and accountability.

- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District

Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

Unit Plan Title	Unit 1: Government/Citizenship: Rights, Rules, and Responsibilities
Suggested Time Frame	Trimester 1-Approximately 30 Days

Overview / Rationale
In this unit students learn fundamental concepts about government and citizenship.Students will focus on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards for Social Studies 2020

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6: Explain what government is and its function.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts 2016

RI.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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.

2020 Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

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).

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

2020 Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps.

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.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES
The following social and emotional competencies are integrated in this curriculum:

Self-Awareness
 X Recognize one's own feelings and thoughts
 X Recognize the impact of one's feelings and thoughts on one's own behavior
 X Recognize one's personal traits, strengths and limitations
 X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
 X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
 X Recognize the skills needed to establish and achieve personal and educational goals
 X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness
 X Recognize and identify the thoughts, feelings, and perspectives of others
 X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
 X Demonstrate an understanding of the need for mutual respect when viewpoints differ
 X Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making
 X Develop, implement and model effective problem solving and critical thinking skills
 X Identify the consequences associated with one's action in order to make constructive choices
 X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills
 X Establish and maintain healthy relationships
 X Utilize positive communication and social skills to interact effectively with others
 X Identify ways to resist inappropriate social pressure
 X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
 X Identify who, when, where, or how to seek help for oneself or others when needed

Essential Questions:	Enduring Understandings:
- How can decisions be made in a community? - Why do we have rights as U.S. citizens? - How can you be a responsible citizen? - What are the functions of the three branches of government?	- Understand how laws and rules are made and changed within a community and the rights and responsibilities that come with them. - Identify the cause and effect relationship in being an active and informed citizen within a community. - The three branches of government are judicial, legislative, and executive. - Explain how national and state governments share power with the federal government system.
Knowledge: *Students will know...* - There are three branches of government. - Know their roles as responsible citizens. - Know the rights and roles of American citizens.	**Skills:** *Students will be able to...* - Understand how laws and rules are made and changed. - Explain how individual rights are protected. - Distinguish the roles and responsibilities of the three branches of national government. - Describe leadership qualities.

Student Resources
The Three Branches of Government from ReadWorks.org (See Supplemental Resources) How a Bill Becomes a Law https://app_usa_prod_eqffnyamdzrb.s3.amazonaws.com/How_Bill_Becomes_Law_0.pdf
Teacher Resources
Supplemental Resources Folder- All additional resources are located in this folder. **https://drive.google.com/open?id=1yEJAF0UkDBQMWPWAOTb7GwAlubO14_IL** **Texts:** The Three Branches of Government from ReadWorks.org (See Supplemental Resources) **Websites:** Visit- Ben's Guide the U.S Government https://bensguide.gpo.gov/learning-adventures-14more?id=36&age=ben4_8 Welcome to the Apprentice level Learning Adventures! Branches of Government

Learn about the branches of the U.S. Government.
How Laws are Made
Learn about what a law is, who makes the laws, and how laws are made.

Symbols, Songs, & Structures
Learn about the symbols that represent the United States of America.

Election Process
Learn about what voting is and who can vote.

Historical Documents
Learn about historical documents that helped shape the U.S. Government.

Federal Versus State Government
Learn How the Federal and state governments share power.

Federally Recognized Tribes
Learn about Federally recognized tribes in the United States.

Use online dictionary that includes images for words- http://visual.merriamwebster.com/

Use online translator to assist students with pronunciation-http://www.reverso.net/text_translation.aspx?lang=EN

Corners Cooperative Learning
Strategy-http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners

Flexible grouping- ttp://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy

Jigsaw Activities - http://www.adlit.org/strategies/22371/.

Worksheets:
How a Bill Becomes a Law
https://app_usa_prod_eqffnyamdzrb.s3.amazonaws.com/How_Bill_Becomes_Law_0.pdf

Some Lessons Modified From
https://p6cdn4static.sharpschool.com/UserFiles/Servers/Server_62416/File/Academic%20Servic
es/Board%20Approved%20Curriculum/Second%20Grade/[BOE]%202nd%20Grade%20Social
%20Studies%20Curriculum%202018-2019.pdf

Videos:
School House Rock Government-No More Kings-
https://www.youtube.com/watch?v=oT7dMHAiCfs (3 minutes)

What if Everybody Did That? By Ellen Javerick-Read Aloud Video-
https://www.youtube.com/watch?v=SD0apYFz5gg (approximately 4 minutes)

Why People Have Laws-https://www.youtube.com/watch?v=rOLJeOHF8G0 (7 minutes)
https://www.youtube.com/watch?v=uIcGIwgPg-g (3 minutes)

Kid President "How to Change the World" https://www.youtube.com/watch?v=4z7gDsSKUmU

Three Ring Government-Watch Schoolhouse Rock
https://www.youtube.com/watch?v=tEPd98CbbMk (3 minutes)

Stage 2 – Assessment Evidence

Performance Task(s):	**Other Evidence:**
Assessment Task	**Summative Assessment Task**
With the school year just beginning, classroom teachers need help teaching their students about the qualities of responsible citizens, how laws and rules are made and changed, and about the rights and responsibilities of a citizen. Create an artifact (trifold, poster, Google slides) for the teachers to present to their classes.	In order to become citizens, immigrants have to pass a test about American History, and one of the topics those immigrants need to understand is how our government is organized. Our school principal would like to have an infographic available to share with parents wanting to become citizens that summarizes the three branches of government and the responsibilities of officials at various levels. The infographic needs to include: ● The three branches of government and their jobs ● The responsibilities of government officials at various levels (mayor, governor, president) ● Pictures of the White House, the U.S. Capitol and Supreme Court with the appropriate branch ● The powers of each branch

Stage 3 – Learning Plan

Lesson-Citizenship
Big Ideas of the lessons (7 lessons):
- Understand how laws and rules are made and changed within a community and the rights and responsibilities that come with them.
- Identify the cause and effect relationship in being an active and informed citizen within a community.
- Understand citizens of a community resolve disputes peacefully.

Vocabulary:
- Law

- Rule
- Citizen
- Rights
- Pledge of Allegiance
- Dispute
- Primary
- Secondary
- Artifact
- Culture

In this lesson, students learn what it means to be a citizen and identify traits of an active/informed citizen.

Create an anchor chart defining a citizen and list qualities of a good citizen. Students can work in groups to create a similar anchor chart in their Social Studies journal that lists qualities they find important in a good citizen. (ex.Your discussions of a Quality Teacher and Quality Student) Discuss consequences of not being a good citizen.

Here's a list of 10 things you can do right now to be a better citizen:
- Volunteer to be active in your community.
- Be honest and trustworthy.
- Follow rules and laws.
- Respect the rights of others.
- Be informed about the world around you.
- Respect the property of others.
- Be compassionate.
- Take responsibility for your actions.

Another way to do this is to give students an activity such as "Pick a Side" where students are given examples of "real world" situations and asked to "Pick a Side". One side is being an active and informed citizen and the other is not. Then have students defend their choice.

Lesson- Citizenship
In this lesson, students identify what it means to be an active and informed citizen in a community.

Use an anchor chart that was created listing traits of a book character. Students create a character representation (i.e. on construction paper) from a story that they have read (such as Chrysanthemum) and list on the back of their creation the traits that make that character an active/informed citizen. Students can share their character representations in small groups (Defend your position about…).
- List the traits of an active and informed citizen that this character is modeling.
- How does the character's actions make a difference within their community? This character representation can be used as evidence of a student's knowledge of an active/informed citizen.

Another way to do this is by reading the book *What if Everybody Did That?* by Ellen Javerick. Discuss some of the problems that were faced in the community and how the character handled those problems by being a good citizen.
Read Aloud Video- https://www.youtube.com/watch?v=SD0apYFz5gg (approximately 4 minutes)

Lesson-Laws and Rules
In this lesson, students will identify the difference between authority, rights, and responsibilities.

Suggested Length of Time: 1 session

Create an anchor chart defining rights and responsibilities. Students can create a similar anchor chart in their Social Studies notebook.
- A right is a freedom that is protected, such as the right to free speech and religion.
- A responsibility is a duty or something you should do, such as recycling or doing your homework.

Another way to do this is to have students work in groups using a definition of "right" and "responsibility" to create a "T" chart identifying their responsibilities in relation to their rights in different school situations - for example, checking out books from the school library, playing with school equipment during physical education and recess, using supplies to create books, etc.

Another way to do this is to celebrate how responsibilities change and grow as you mature. Students make a timeline of the responsibilities they have taken on over the years. Examples might include: washing hands (age 3), tying shoes (age 4), setting dinner table (age 5). How do their responsibilities change as they get older?

Lesson-Laws and Rules
In this lesson, students discover why we have rules and laws.
Suggested Length of Time: 1 session
One way to do this is to start by examining the rules in the classroom. OR Have students examine the rules in your classroom and revise or add to them based on continuous improvement work you have done so far.
Reinforce the need for maintaining order in a community by discussing rules and laws. Explain that a rule is a good guideline created for the protection and respect of people and property. A law is a command that everyone must obey to ensure safety and fairness. Guide students to give examples of each and demonstrate peaceful resolutions to disputes.

Another way to do this is to watch YouTube video
https://www.youtube.com/watch?v=rOLJeOHF8G0 (7 minutes) about "Why People Have Laws". Explore your classroom community's rules and laws.
https://www.youtube.com/watch?v=uIcGIwgPg-g (3 minutes)

Lesson- Laws and Rules
In this lesson, students discover how rules and laws are made and changed within their school and community.

Suggested Length of Time: 1 session

Study the chart-
https://app_usa_prod_eqffnyamdzrb.s3.amazonaws.com/How_Bill_Becomes_Law_0.pdf

Talk with a peer group about what you notice.
Another way to do this is to watch Kid President "How to Change the World"
https://www.youtube.com/watch?v=4z7gDsSKUmU
Discuss the steps students could take to change a rule in their classroom/school or read *The Wartville Wizard* by Don Madden and discuss how one tidy old man was able to change a town. Have students journal about how they can make a difference and change the world.
Students could look at their class "issue bin." What steps can they take to make a difference and change their classroom culture? As students share their ideas, create and begin the Plan-Do-Study-Act process.

Lesson- Bill of Rights

In this lesson students examine how individual rights are protected.
Suggested Length of Time: 1 session
Read *What's the Bill of Rights?* by Nancy Harris and relate those rights to students in their classrooms. (Ex: Students have the right not to have their belongings searched/taken without permission...a student cannot get into another student's desk to look for a green crayon, but a person of authority could ask permission to look.)
Another way to do this is to give students scenarios and have them problem solve solutions. Then, present/defend their solutions to their classmates.

Assessment

With the school year just beginning, classroom teachers need help teaching their students about the qualities of responsible citizens, how laws and rules are made and changed, and about the rights and responsibilities of a citizen. Students create an artifact (trifold, poster, Google slides, etc.) for the teachers to share with their classes.

Lessons modified from
https://www.parkhill.k12.mo.us/UserFiles/Servers/Server_62416/File/Academic%20Services/Board%20Approved%20Curriculum/Second%20Grade/[BOE]%202nd%20Grade%20Social%20Studies%20Curriculum%202018-2019.pdf

Lesson- Our Branches of Government

In this lesson, students share what they know about the government.
Suggested Length of Time: 1 session
Read *What is a Government* by Baron Bedesky. Have students create a web in their Social Studies journal with "government" in the center. Students will list important words and information on the branches of their web.
Possible words might include: community, mayor, district, judge, legislative branch, executive branch, judicial branch, checks and balances, elections, senators.

Lesson- Three Branches of Government

In this lesson, students recognize the three branches of government.

Watch Schoolhouse Rock https://www.youtube.com/watch?v=tEPd98CbbMk (3 minutes)
(Three Ring Government); as students are watching, have them fill in a graphic organizer (three columns or circles) to include the different branches and their responsibilities.

Have a class discussion about what students learned. Have students break up into groups and read about each branch. See Supplemental Resources (article The Three Branches of Government from ReadWorks.org- 📄 Three Branches of Government-Grade 2.pdf).

Assessment
In order to become citizens, immigrants have to pass a test about American History, and one of the topics those immigrants need to understand is how our government is organized. Our school principal would like to have an infographic available to share with parents wanting to become citizens that summarizes the three branches of government and the responsibilities of officials at various levels. The infographic needs to include:
- The three branches of government and their jobs
- The responsibilities of government officials at various levels (mayor, governor, president)
- Pictures of the White House, the U.S. Capitol and Supreme Court with the appropriate branch
- The powers of each branch

Lesson- Government
Big Ideas of the Lesson
- Familiarize students with the Constitution and the historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin.
- Explain how national and state governments share power with the federal government system.
- Familiarize students with how national and state governments share power.

*Note: This exposure is just awareness for second grade students. This will be studied in depth in later grades.

Visit- Ben's Guide the U.S Government
https://bensguide.gpo.gov/learning-adventures-14more?id=36&age=ben4_8

Welcome to the Apprentice level Learning Adventures!
Branches of Government

Learn about the branches of the U.S. Government.
How Laws are Made

Learn about what a law is, who makes the laws, and how laws are made.
Symbols, Songs, & Structures
Learn about the symbols that represent the United States of America.
Election Process

Learn about what voting is and who can vote.
[Historical Documents](#)

Learn about historical documents that helped shape the U.S. Government.
[Federal Versus State Government](#)

Learn How the Federal and State governments share power.
[Federally Recognized Tribes](#)
Learn about Federally recognized tribes in the United States.

ACCOMMODATIONS AND MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT *a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests

- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:
All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials

- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Unit Plan Title	Unit 2 - History, Culture, and Perspectives
Suggested Time Frame	Trimester 2 - Approximately 30 Days

Overview / Rationale
In this unit, students will recognize and describe how people within their community, state, and nation are both similar and different. Students examine and identify cultural differences within the community. They will also compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations). Students will also learn how famous historical and fictional characters along with symbols and holidays contribute to American identity.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards for Social Studies 2020

6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts 2016

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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.

2020 Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

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).

2020 Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps.

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.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum:

Self-Awareness
    X Recognize one's own feelings and thoughts
    X Recognize the impact of one's feelings and thoughts on one's own behavior
    X Recognize one's personal traits, strengths and limitations
    X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
    X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
    X Recognize the skills needed to establish and achieve personal and educational goals
    X Identify and apply ways to persevere or overcome barriers through alternative methods to

achieve one's goals

Social Awareness

X Recognize and identify the thoughts, feelings, and perspectives of others

X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

X Demonstrate an understanding of the need for mutual respect when viewpoints differ

X Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

X Develop, implement and model effective problem solving and critical thinking skills

X Identify the consequences associated with one's action in order to make constructive choices

X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

X Establish and maintain healthy relationships

X Utilize positive communication and social skills to interact effectively with others

X Identify ways to resist inappropriate social pressure

X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways

X Identify who, when, where, or how to seek help for oneself or others when needed

Knowledge:	Skills:
Students will know…	*Students will be able to…*
- A community is made up of many cultures. - Families and communities borrow customs and/or traditions from other cultures. - Various cultural groups exist within the state and nation.	- Identify cultural differences within the community. - Explain the various cultural heritages within their community. - Explain ways people respect and pass on their traditions and customs. - Give examples of how families in the community borrow customs or traditions from other cultures. - Identify various cultural groups within the state and the nation. - Compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations).

Student Resources
Different genres such as history books, biographies, autobiographies are used to find out information about historical figures.
Passages from ReadWorks.org (See Supplemental Resources Folder) *Columbus was an Explorer, The Story of the Pilgrims, The Story of the First Thanksgiving*
Teacher Resources
Texts: *My Father* by Laura Mayer *Coming to America: The Story of Immigration* by Betsy Maestro **Websites:** Read the book as a class. Read Aloud Video https://www.youtube.com/watch?v=sqiwQUUw0jE (3 minutes) Lesson adapted from https://www.uen.org/lessonplan/view/25969 Use online dictionary that includes images for words: http://visual.merriamwebster.com/   Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners Flexible grouping: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy Jigsaw Activities: http://www.adlit.org/strategies/22371/ Lesson: http://www.beaconlearningcenter.com/WebLessons/DifferentTribes/groups002.htm Liberty Bell, USHistory.org http://www.ushistory.org/libertybell/index.html Statue of Liberty virtual tour, National Park Service https://www.nps.gov/stli/learn/photosmultimedia/virtualtour.htm Mount Rushmore, CyArk https://www.cyark.org/projects/mount-rushmore-national-memorial/in-depth American Bald Eagle , US Dept. Veterans Affairs https://www.va.gov/opa/publications/celebrate/eagle.pdf

Stage 2 – Assessment Evidence

Summative Assessment:

The student will present on family traditions. The Family Cultural Traditions Scale will be used to assess the student presentation.

https://drive.google.com/drive/folders/1sdLOMzJ2zOyHsQpcOCrivsmQ8HSbkMXb?usp=sharing

Stage 3 – Learning Plan

Lesson: The Crayon Box That Talked

This lesson uses the book *The Crayon Box That Talked* to look at diversity between families. Students reflect on their own family traditions that make them unique and write a short statement about it.

Materials (See Supplemental Resources)
- Crayon Template
- Standard 1 Vocabulary
- Vocabulary Cards
- *The Crayon Box That Talked* by Shane DeRolf
- Pencils
- Crayons
- Crayon template

Display a box of crayons. Ask students how each of the crayons are the same and different.

Classroom Activity:

Gather students to read the book The Crayon Box That Talked. Before beginning, ask students to listen carefully to discover what the problem is in the book.

Read the book as a class. Read Aloud Video https://www.youtube.com/watch?v=sqiwQUUw0jE (3 minutes)

Students reflect on the problem.

Why do you think the crayons didn't like each other? Does that ever happen to you? What are reasons for not getting along?

Point out to students that sometimes we don't get along because we may have different opinions or ways of doing something. Each of us is unique, our own color of crayon.

Ask students to think about their family as their own color of crayon. For example, the "Thompson" color has things that make them unique.

What does that family do to make them different? Maybe they celebrate holidays in a different way or not even at all.

Define the words tradition, diversity and culture using the vocabulary cards.

Explain that each family is diverse in that they have different traditions and a different culture.

Brainstorm with the students what types of traditions that they may have within their families. Explain that each student should choose a specific tradition that makes their family's "crayon" unique.

Distribute the crayon template. Guide students in completing the sentence, "My favorite family tradition is"

Display the crayons so that the class can reflect on the differences in each family's traditions. Lesson adapted from https://www.uen.org/lessonplan/view/25969

Lesson: Family Cultural Traditions

Big Idea of the Lesson:
- Students will identify family traditions that are unique to them.
- Students will interview their family and present a selected tradition.

4 class periods of 30 minutes each

Materials
- *My Father* by Laura Mayer or *Coming to America: The Story of Immigration* by Betsy Maestro
- Vocabulary cards
- Student vocabulary booklet
- Family interview page
- Crayons
- Class world map
- Map Marker
- Rubric

Lesson Day 1:

Read a book introducing immigration to the students. Suggested books are My Father, by Laura, Mayer or Coming to America: The Story of Immigration, by Betsy Maestro.
Discuss with students what it is to immigrate.

Explain to students that the class will be discussing where each of them originally came from because most of them had ancestors who immigrated.

Explain to students that they will use a family interview page to find out more about where their ancestors came from. Once they've filled that out, they will be presenting what they learned during class. To do this they may bring an object, piece of clothing, music or other artifact that helps them explain their culture.

Model what this will look like and sound like using something unique to your own culture.

Distribute Family Interview sheet along with parent note to send home.

Day 2:
*If students are ready to present, review with the class procedures for listening and presenting. Then invite those students to share. Review the book read the previous day with the class. Review and define what it means to immigrate.
Explain that they will learn some more important words that will help them as they present.

Distribute vocabulary booklet pages copy double sided, two full pages to each student.

Have students cut along the middle cut line and pile their pages together making sure they all face the same way.

After they have all been piled together, staple once in the middle of each and fold in half. This will create a booklet for students to illustrate vocabulary words as they are defined.

Using the vocabulary cards provided, go through each word included in the lesson, discussing them as you go. After they are defined, invite students to use them in sentences. Redirect as necessary. Display the vocabulary cards on the board.

OPTIONAL: When completed, have students play charades or Pictionary with the words to reinforce understanding.

Day 3:
Review the vocabulary words with the class.
Allow other students to present if they are ready. As they present, find where on the map their family originated.
Continue having students present until the due date sent out with the parent note. As students present, continue to locate their ancestor's origin on the class map.

Assessment:

The student will present the information gathered. The Family Cultural Traditions Scale will be used to assess the student presentation.

Lesson: Different Tribes, Different Times-Who were the first Americans?

Big Ideas of the Lesson:

Students learn about the first Americans. They were the people who lived in America before people from other countries lived here. They are called Native Americans or Indians. Native Americans lived in culture groups.

Lesson: http://www.beaconlearningcenter.com/WebLessons/DifferentTribes/groups002.htm

Lesson: American Indians/Native Americans

Big Ideas for the Lesson:

An Introduction to American Indians (Native Americans) is a comprehensive lesson presentation for second grade social studies. The presentation includes information about 3 basic groups of American Indians (Eastern Woodland, Plains, and Pueblo), where each group lived, how they lived, how they ate, and some of their contributions. Christopher Columbus and the Europeans influence on the American Indians is shown. Concluding information includes American Indians today. It also includes a "chart" like activity where students move the pictures into the correct spaces including names, locations, and foods for the three groups of American Indians. (See Supplemental Resource Folder for lesson activity)

Note- The term American Indian is used widely and in this presentation. However, share with students that terms should be used carefully and preferred terms vary amongst people.

Lesson: Columbus Was an Explorer

Read Columbus was an Explorer- ReadWorks Passage (See Supplemental Resources Folder)

Big Ideas of the Lesson:

Students will learn about key historical events that helped shape our lives as well as historical symbols and their significance.

About Columbus:
- He lived long, long ago. People had to go to faraway places to get spices and gold. Those trips were long and hard.
- Columbus wanted to find a shorter way to get to those lands. He had an idea to cross the ocean.
- He found people to help pay for his trip.

- Christopher Columbus was an explorer. Explorers travel to places to learn more about them. Columbus sailed the ocean on a ship called the Santa Maria.

Lesson: The Story of the Pilgrims

Read The Story of the Pilgrims- ReadWorks Passage (See Supplemental Resources Folder)

https://drive.google.com/drive/folders/1sdLOMzJ2zOyHsQpcOCrivsmQ8HSbkMXb?usp=sharing

Big Ideas of the Lesson:
- Long ago, about 100 colonists left England on a ship called the *Mayflower*.
- Colonists were people who traveled to a different land to live.
- Today, some people call those colonists Pilgrims. After a long trip, they landed.

Lesson: The Story of the First Thanksgiving

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

Read The Story of the First Thanksgiving- ReadWorks Passage (See Supplemental Resources Folder)

https://drive.google.com/drive/folders/1sdLOMzJ2zOyHsQpcOCrivsmQ8HSbkMXb?usp=sharing

Big Ideas for the Lesson:
- In 1620, the *Mayflower* landed at the place that is now Massachusetts.
- There were 101 Pilgrims aboard the ship.
- After some time, the Pilgrims built a town called Plymouth.

American Symbols

Big Ideas of the Lesson:

An American symbol is a living thing, an object, or a place that stands for the United States. Read below to learn more.

Read American Symbols- ReadWorks Passage (See Supplemental Resources Folder)
Resources:
- Liberty Bell, USHistory.org http://www.ushistory.org/libertybell/index.html
- Statue of Liberty virtual tour, National Park Service https://www.nps.gov/stli/learn/photosmultimedia/virtualtour.htm
- Mount Rushmore, CyArk https://www.cyark.org/projects/mount-rushmore-national-memorial/in-depth
- American Bald Eagle , US Dept. Veterans Affairs https://www.va.gov/opa/publications/celebrate/eagle.pdf
- Proud to be American- ReadWorks Passage

Contributing to the American Heritage

Big Ideas of the Lesson:
- Historical events are often led by dynamic personalities that may help set a course that can change history.
- Historical events or issues can be better understood through the study of the lives and contributions of historical figures contained in historical narratives.

Students explore how to use various genres to find contributions of historical figures, such as Abraham Lincoln, Martin Luther King, Jr., Thurgood Marshall, Thomas Jefferson, Sacagawea, Daniel Boone, Frederick Douglass and how they influenced history in communities, state, nation and world.

Teachers should also focus on specific examples of historical figures in your community and state.

Different genres such as history books, biographies, and autobiographies are used to find out information about historical figures. This could be a library visit in which students are to explore particular people and genres to locate information and share with the class. Student can do the following:

Make a timeline detailing important events from the lives of historical figures such as Rosa Parks, Pocahontas, and George Washington.

Demonstrate chronological thinking by visually distinguishing among years, decades, etc. using a timeline to provide historical information showing sequencing of events.

ACCOMMODATIONS AND MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT *a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations

- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:
All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors

- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others

effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

<u>High Achieving</u>:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

<u>Strategies to Differentiate to Meet the Needs of a Diverse Learning Population</u>
- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.

- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Unit Plan Title	Unit 3-Geography, People, and Environment
Suggested Time Frame	Trimester 3- Approximately 30 Days

Overview / Rationale

In this unit students study places and the relationships between people and their environments. students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world.

Students learn about the role of geography, its function and the importance of the environment in supporting human life from local to global scales. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Stage 1 – Desired Results

Established Goals:
New Jersey Student Learning Standards for Social Studies 2020

6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts 2016

RI.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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.

New Jersey Student Learning Standards for Science 2020

2-ESS2 Earth's Systems- 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

2020 Computer Science and Design Thinking

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

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).

2020 Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps.

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.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum:
Self-Awareness
    <u>X</u> Recognize one's own feelings and thoughts
    <u>X</u> Recognize the impact of one's feelings and thoughts on one's own behavior
    <u>X</u> Recognize one's personal traits, strengths and limitations
    <u>X</u> Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
    <u>X</u> Understand and practice strategies for managing one's own emotions, thoughts and behaviors
    <u>X</u> Recognize the skills needed to establish and achieve personal and educational goals

X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

X Recognize and identify the thoughts, feelings, and perspectives of others

X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

X Demonstrate an understanding of the need for mutual respect when viewpoints differ

X Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

X Develop, implement and model effective problem solving and critical thinking skills

X Identify the consequences associated with one's action in order to make constructive choices

X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

X Establish and maintain healthy relationships

X Utilize positive communication and social skills to interact effectively with others

X Identify ways to resist inappropriate social pressure

X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways

X Identify who, when, where, or how to seek help for oneself or others when needed

Essential Questions:	Enduring Understandings:
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? - How do maps help people find locations? - How are regions around the world different?	- Physical and human geography and the environment helps to develop cultures, societies and nations. - Maps help people find locations. - Countries and landforms make up North America. - Climates and seasons vary in different regions.
Knowledge: *Students will know…* - Maps help people find locations. - North America is made up of many different landforms. - Seasons and climate differ in different regions based on their location.	**Skills:** *Students will be able to…* - Locate information on a map. - Explain why seasons and climate differ in different regions. - Explain why regions around the world are different.

● Regions around the world are different based on their location, landforms, and wildlife.	

Student Resources
The Lorax by Dr. Suess- Book https://www.chrisrossarthur.com/uploads/3/8/5/9/38596187/dr._seuss_the_loraxbokos-z1.pdf

Teacher Resources
Websites: http://teacher.scholastic.com/tools/class_setup/\ http://egsc.usgs.gov/isb/pubs/teachers-packets/mapadventures/illust1.html Teacher Resource: http://www.factsfornow.scholastic.com/article?product_id=nbk&type=0ta&uid=10667826&id=a2020780-h Changing the Environment lesson modified from: https://www.midlandisd.net/cms/lib01/tx01000898/centricity/domain/3308/grade_02_social_studies_unit_10_exemplar_lesson_03__changing_the_environment.pdf **Videos:** The Lorax by Dr. Seuss- Audiobook https://www.youtube.com/watch?v=EdWesdMfyd4 (18 minutes) The Wartville Wizard- https://www.teachertube.com/video/the-wartville-wizard-49860 (14 minutes)

Stage 2 – Assessment Evidence
A lesson assessment using the "Treeville Map" has been included in the Supplemental Resources Folder. https://drive.google.com/drive/folders/1sdLOMzJ2zOyHsQpcOCrivsmQ8HSbkMXb?usp=sharing **Formative Assessment:** Draw a picture that illustrates ways people have modified the physical environment. Add call-out boxes to identify positive and negative consequences of the modifications people made. Explain the picture to a friend, giving examples of choices people could make and things they could do to overcome negative consequences. **Summative Assessment:** An assessment in which students identify a positive and negative consequence of an environmental change in a community has been included in the Supplemental Resources Folder. https://drive.google.com/drive/folders/1sdLOMzJ2zOyHsQpcOCrivsmQ8HSbkMXb?usp=sharing

Stage 3 – Learning Plan

Lesson: Exploring Maps

Big Ideas of the Lesson
- A map is a drawing that shows what a place looks like from above.
- Maps can show small places like a classroom or big places like a community.
- Maps have a title and a map key.
- Sometimes maps have direction words like north, south, east, and west.

In this lesson students explore a variety of maps as a precursor to an exploration of a map of their local community in a later lesson. The lesson begins with a connection back to first grade as students analyze a classroom map and a school map. Students then use a simple community map to learn about significant features of maps including a title, symbols, and a legend/map key. Then, in small groups or at a learning center, they explore several maps such as a map of their school, a mall map, a map of an airport, and a map of New Jersey.

Key Concepts: geography, map

Instructional Resources
- Equipment/Manipulatives
- Document camera
- Student journal or notebook
- Chart paper

Write the following question on chart paper or a board and ask students to write or draw an answer in their social studies journal: What is a map? Have students first share their journal work with a partner and then with the large group.

Discuss how various students answered the question and guide students in identifying common ideas such as the following:
- A map shows a place.
- A map is a drawing of a place.
- A map shows what a place looks like from up above. (Bird's eye view)
- A map helps us find the location of a place.

Using Word Card #1 (See Supplemental Resource Folder), review the definition of a map.

Display the "Classroom Map" located in the Supplemental Materials Folder but be sure to cover the top part of the map which includes the title and the map key at the top. Ask students what kind of place the map is showing. Discuss student responses. Then, ask students what they think the black circles on the map are. Discuss student responses. Note that without the title and key students are likely to have difficulty in understanding the map.

Uncover the top of the page and point out the title of the map ("Classroom Map.") Explain that a title is a very important part of a map. It helps people understand what kind of place the map shows. Point out the map key and share Word Card #2. Guide students in understanding that a

map key makes a map much easier to understand. In other words, it is the 'key' to understanding a map. Using the key, guide students in identifying various parts of the classroom including the wastebaskets which are symbolized by the black circles.

Using Word Card #3, discuss the term 'symbol.' Ask students why they think a black circle was used on the map to show a 'wastebasket.' Point out the symbol used for a flag on the map. Ask students why they think this symbol was used instead of a flag with fifty stars and lots of stripes. Guide students in understanding that symbols are simple pictures that stand for other things. Note that as an enrichment activity for this lesson, you could use a demonstration computer with students to create different kinds of classroom arrangements and maps by accessing this website: http://teacher.scholastic.com/tools/class_setup/\

Share a map of your school with students. Explain that these types of maps have a title but often do not include a map key with symbols. Ask students why they think this is true. Guide students in understanding that school maps show the location of rooms and special places like the library. These places are labeled on the map so a key is not needed.

Display the "Treeville Map" located in the Supplemental Materials Folder. Guide students in identifying the title, the map key, and the symbols on the map key. To help students begin to understand the concept of map scale, point out that the map of the classroom and the map of the Treeville community are about the same size. Then, pose the following question: Are the classroom and Treeville really the same size? Discuss student responses and guide them in understanding that maps can be of the same size but show places that are very different in size. Note that at this point in the lesson you may even wish to show a map of the United States printed on 8 ½ by 11 paper or in a book to reinforce the concept of scale.

Review relative location words that students are familiar with such as 'next to', 'near', 'left.' Using the Treeville community map, ask students to identify the location of different things in the community using these words. The following are examples:
- The school is next to a house.
- The park is near the river.
- The fire station is right of the city hall.

Using Word Card #4 and the Treeville Map, introduce the cardinal direction words 'north', 'south', 'east' and 'west'. Explain that these words are another way to describe the location of places. Guide students in using cardinal directions to locate specific places in Treeville. The following are examples:
- The fire station is east of city hall.
- The factories are north of city hall.
- The stores are south of city hall.
- The school is west of city hall.

Note- This introduction to cardinal directions is only meant as an awareness level activity. The concept will be covered in depth in other grades.

Using small groups or a learning center, provide an opportunity for students to explore a variety of maps. Note that four maps have been included in the Supplemental Materials (Unit 2, Lesson 1) for you to use for this activity. These include a map of Detroit Metro Airport, a map of the 100 Acre Woods from Winnie the Pooh, a map of the Disney Resort, and a map of a mall.

This lesson can be supplemented with books relating to maps such as "There's a Map on My Lap: All About Maps" or "Follow that Map! A First Book of Mapping Skills." Both are referenced in the Student Resources. In addition, the United States Geological Survey website has an excellent packet of primary level classroom materials entitled "Map Adventures." This includes seven lesson plans, activity sheets and 15 reproducible sections of a park map that can be made into a poster. The materials can be found at:
http://egsc.usgs.gov/isb/pubs/teachers-packets/mapadventures/illust1.html

Assessment
A lesson assessment using the "Treeville Map" has been included in the Supplemental Materials Folder.

<u>Lesson: Landforms and Bodies of Water</u>
Big Ideas of the Lesson
- There are many different kinds of natural characteristics of the Earth.
- Landforms are different kinds of land on the Earth. Mountains, hills, valleys, and plains are landforms.
- Bodies of water are different kinds of water on the Earth.
- Oceans, lakes, ponds, and rivers are bodies of water.
- Communities are sometimes different because they have different landforms and bodies of water.

In this lesson that integrates social studies and science content expectations, students explore major landforms and bodies of water on the Earth's surface using photographs and illustrations from picture books, posters and other resources.

Key Concepts: geography, physical characteristics of place

Instructional Resources
- Equipment/Manipulatives
- Document camera
- Student journal or notebook
- Chart paper
- Drawing paper
- Scissors
- A globe/map

Using the Word Cards for 'landforms' and 'bodies of water' introduce these terms. Then, using the maps of Treeville, Waterford, and your local community guide students in identifying landforms and bodies of water shown on these maps.

Display the "Landforms" chart located in the Supplemental Materials (Lesson 2), covering all but the first landform (mountain). Discuss the definition of mountain and guide students in describing the photograph of the mountain on the chart. Repeat this process for the other three landforms, uncovering one at a time. Give students Word Cards #11 - #14. Ask students which, if any, of the landforms on the chart can be found in or near their local community. Note that additional photographs of landforms can be found at the following website: http://www.edu.pe.ca/southernkings/landforms.htm

Display the "Bodies of Water" chart located in the Supplemental Materials Folder covering all but the first body of water (ocean). Using a globe, point out Earth's oceans and discuss their characteristics such as large size and salty water. Uncover the section of the chart with the information for lakes. Using the globe point out various lakes on Earth beginning with the Great Lakes.

Uncover the section of the chart with the information on ponds. Hand the globe to a student and ask the student to find a pond on the globe. Guide students in understanding that the Earth is so big and ponds are so small that a globe cannot show anything as small as a pond. Briefly discuss ponds and lakes using the following questions:
- Where would you most likely find a sailboat, on a pond or a lake? Why?
- What kinds of animals might you find in or near a lake?
- What kinds of animals might you find in or near a pond?
- How might a lake or pond benefit a community?

Uncover the final section of the chart and discuss the definition and characteristics of a river. Explain that many communities can be found along rivers. Ask students why they think this is true. Possible answers include that rivers provide transportation, food, recreation, etc. Give students Word Cards #15 - #18. Ask students which, if any, of the bodies of water on the chart can be found in or near their local community.

Place students in pairs and give each pair a copy of the two sheets of "Landforms and Bodies of Water" cards located in the Supplemental Materials Folder. Have students cut apart the thirty-two separate cards. Explain that partners should work together to put the cards into groups of four. Each group should contain a name card (like 'mountain'), a definition card, a picture card, and a simple drawing card. Give students time to sort their cards into groups. Circulate around the room helping pairs to correct mistakes. If desired one of the following additional activities can be used to supplement this step:
- Have students create a chart on large drawing paper by gluing the groups of landforms and bodies of water to the paper.
- Have students create a simple "Landforms and Bodies of Water book" by gluing each set of four cards to a small sheet of paper, creating a title page, and stapling the 9 pages together.

Note that at this point in the lesson you may wish to use some of the activity pages from the resource "Landforms and Bodies of Water" listed in the Student Resources. This resource includes a very useful poster as well as several good activities.

Display the photographs of San Francisco located in the Supplemental Resources Folder. Ask students to identify the landform that is most evident in the photos. Guide students in understanding that San Francisco has many hills. Ask students how hills might impact a community. Note that possible answers include that hills provide challenges in constructing roads and buildings, that hills can provide challenges to different types of transportation such as bikes and feet and that hills can provide scenic places.

Briefly discuss how other landforms and bodies of water might impact communities. For example, how might being located in a valley impact a community?

Assessment
An assessment has been included in the Supplemental Materials Folder in which students complete a sentence by writing the correct landform or body of water and then make and label a drawing showing two different landforms and two different bodies of water.

Lesson: To What Other Regions Does My Community Belong?
Teacher Resource:
https://factsfornow.scholastic.com/article?product_id=nbk&type=0ta&uid=10667826&id=a2020780-h

Big Ideas of the Lesson
  ● Our community is part of many bigger places.
  ● Our community is part of the state of New Jersey.
  ● The state of New Jersey is part of the country of the United States.
  ● The country of the United States is part of the continent of North America.
  ● The continent of North America is one of the seven continents of our world, the Earth.

In this lesson students expand their understanding of the geographic theme of region. Students begin by investigating the question, "What is bigger than a community?" Students then share their ideas as the teacher makes a class list on chart paper. Then, using a series of simple maps the teacher guides students in coloring in increasingly larger regions beginning with 'states' and ending with the world itself. Simple explanations of each region are given. The teacher then reads the book Where Do I Live? Or a similar book to reinforce what has been explored in the lesson. As an assessment, students sequence a set of cards in order from smallest to largest.

Key Concepts- region

Instructional Resources
  ● Equipment/Manipulative
  ● Map of Local Community
  ● A globe
  ● Chart paper
  ● Crayons or colored pencils
  ● Document Camera/Projector

- Student journal or notebook
- Outline of New Jersey

Begin by reviewing the map of your local community used in this unit, the map of your community, which you created, and the various charts describing different facets of the geography of your community.

Next pose the following question: "What is bigger than a community?" Have students work with a partner to list answers to the question. Have pairs share their ideas as you create a list of them on chart paper. Guide students in refining their ideas on the chart. For example, they may list New Jersey as being bigger than a community. Guide them toward the term 'state.'

Give each student the two pages of simple maps located in the Supplemental Resources Folder. Cover the bottom section of the first page, which has the map of the United States. Using Word Card #23, explain the term 'state' and write the word "New Jersey" in the appropriate place above the outline map of New Jersey. Have students do the same. Color New Jersey green and have students do the same. Briefly share a bit of information about New Jersey and explain that in third grade and fourth grade they will learn all about our state.

Cover the top part, which you have now completed. Using Word Card #24, explain the term 'country' and write "United States" in the appropriate place above the outline map of the United States. Have students do the same. Point out New Jersey on the U.S. map and color it green. Have students repeat what you have done. Then, guide students in coloring the rest of the country yellow. Make sure to point out Alaska and Hawaii, which are shown as an inset map. Briefly explain that these two states do not connect directly or touch the other states. Using a globe, show students the location of Hawaii and Alaska. Briefly explain that the United States is a very big country with many different people and many different natural features.

Cover the bottom part of the second page of simple maps. Using Word Card #25, explain the term 'continent' and write "North America" in the appropriate place above the outline map of the continent. Have students do the same. Point out the United States on the continental map and color it yellow. Have students repeat what you have done. Then, guide students in coloring the rest of the continent red. Briefly explain that we share the continent of North America with many other countries including Mexico and Canada.

Cover the top part, which you have now completed. Using World Card #26, explain the term 'world' and write "Earth" in the appropriate place. Have students repeat what you have done. Point out the continent of North America on the map and color it red. Have students repeat the process. Color the other pieces of continents, which show on the map blue. Using a globe point out the other six continents.

To visually demonstrate what has been learned in the lesson, go to the gym or another open space. Follow the directions below:

- Place one student in the center of the room and explain that they represent your community.
- Have three students join hands and encircle the student. Explain that they represent the state of New Jersey.
- Have five students join hands and encircle the group of three. Explain that they represent the country of the United States.
- Have seven students join hands and encircle the group of five. Explain that they represent the continent of North America.
- Have the rest of the class form a circle around the other groups. Explain that they represent the world.
- Starting with the student in the center, have each section give their geographic term and specific label. For example, the student in the center would say: 'community' and the name of your community. The group of three would say 'state' and 'New Jersey.'
- As a literature connection for the lesson, read students the book "Where Do I Live" or a similar book.

Assessment:
An assessment in which students categorize and sequence cards has been included in the Supplemental Materials Folder. To complete the assessment, explain that students should cut the cards apart and write the name of their own community on the blank card. Students should then put the cards in pairs by matching two things that go together, for example the card labeled "New Jersey' and the card labeled 'state.' Finally, students should sequence the pairs in order from smallest to largest.

Lesson: Consequences of Changing the Environment in a Community
Big Ideas of the Lesson
- People sometimes change the natural characteristics of their community.
- Cutting down trees, filling in wetlands, and littering are examples of these kinds of changes.
- Changes to the natural characteristics of a community can have positive and negative consequences.
- People need to work together to take care of the natural characteristics of their local community.

In this lesson students explore how people modify, or change, the natural environment of a community and the positive and negative consequences of those changes.

Students begin the lesson by exploring environmental change through a comparison of past and present maps of the community of Treeville.

Then, they identify examples of modification in their own community. Using a book such as The Wartville Wizard, students work in pairs to retell in sequence the major ideas and relevant details of the book.

Then, in a class discussion, they describe how the characters in the book modified/changed their environment and what happened as a result of these changes. Students are introduced to the term 'consequence' and understand that there are positive and negative consequences of actions.

Students then return to the examples of environmental modification in Treeville and evaluate the consequences as positive or negative.

Finally, students design a poster suggesting ways people can responsibly interact with the environment of their community.

Key Concepts: human/environment interaction, physical characteristics of place

Instructional Resources
- Equipment/Manipulative
- Document Camera/Projector
- Student journal or notebook
- Chart paper

Review the term 'natural characteristics' with students and the list of natural characteristics of your local community.

Place students in groups of three and give each group the two "Treeville Maps" located in the Supplemental Resources Folder. Explain that one map shows Treeville in the past and one shows Treeville in the present. Explain that groups should examine the two maps and discuss ways that the natural characteristics of Treeville have changed. Give groups time to examine the maps. Then, lead a whole group discussion about the changes they have discovered. Make a list of these changes on chart paper or a whiteboard. Note that possible changes include:
- The forests are no longer there.
- Lots more things like roads and buildings have been built on the land.
- There was a wetland in the past and it is gone now.

Display the map of "Treeville in the Past" and ask students what they think happened to the forests. Discuss student responses and guide students in understanding that as Treeville grew, forests were cut down to make way for houses, roads, stores, and other buildings.

Using Word Card #19, briefly explain what a wetland is. As a way of reviewing cardinal direction words, ask students to identify the location of the wetland on the map of Treeville in the past. Ask students what they think happened to the wetland. Discuss student responses and then guide them in understanding that people often fill in wetlands in order to make space for houses and roads.

Share an example of an environmental change that took place in your own community. Note that this might include the damming of a river to make a millpond, the filling in of a wetland, and cutting down trees.

Explain that people still change the natural characteristics of their community. Share a current example such as the building of a new strip mall, the clearing of land, etc. If possible show students digital pictures of the changes.

Explain that students will now listen to a story that shows how people in a community changed the natural environment of the community. Show students the cover of the book *The Wartville Wizard* and ask students to predict what the man on the cover has in his sack. Make a list of their predictions on chart paper. Note that an alternate book showing environmental change in a community can be substituted for this book.

The Lorax by Dr. Seuss- Audiobook https://www.youtube.com/watch?v=EdWesdMfyd4 (18 minutes)
In this cautionary rhyming tale we learn of the Once-ler, who came across a valley of Truffula Trees and Brown Bar-ba-loots, and how his harvesting of the tufted trees changed the landscape forever.

The Lorax by Dr. Suess- Book
https://www.chrisrossarthur.com/uploads/3/8/5/9/38596187/dr._seuss_the_loraxbokos-z1.pdf

The Wartville Wizard- https://www.teachertube.com/video/the-wartville-wizard-49860
(14 minutes)

Wartville is being buried in trash! There are soda bottles under the flowers, juice cans by the mailbox, and newspapers along the road. Every day the piles grow higher and higher. Then one tidy old man realizes he has the power to get rid of all the trash forever. Wartville will finally be cleaned up once and for all!

Read students the book taking time to share illustrations and talk about difficult vocabulary terms. As a way of integrating language arts into this lesson, have students work in pairs to retell in sequence the major ideas and relevant details of the book. Note that these include the following if you are using The Wartville Wizard:
- The tidy old man picks up the litter that other people in the community have thrown on the ground.
- The tidy old man gets tired of picking up all the litter and goes into the woods.
- In the woods he gets the 'power over trash.'
- His power makes the litter that people throw return to them and stick to them.
- People in the community get more and more litter stuck to them.
- A little girl discovers the old man's power over trash and she tells the other people in the community.
- The people hold a meeting and decide to go to the old man's house.
- The old man tells the people that if they promise not to litter he'll stop using his power to make the litter stick to them.

When students have finished the retelling activity, guide a group retelling. Then, pose the following questions: Is this story realistic fiction or a fantasy? How do you know? Guide students in understanding that the story is a fantasy and help them identify evidence for this such as the old man's power to make litter stick to people.

Ask students how the people in the book changed the natural environment of their community. Discuss their responses and guide them in understanding that the people threw trash everywhere and littered the land of their community. Then, ask students how the old man tried to change the natural environment of the community in the beginning of the story. Discuss their responses and guide them in understanding that he tried to pick up all the litter and clean up the land of the community.

Using Word Card #20, explain the term 'consequence.' Ask students to identify a consequence that resulted from all the littering in Wartville. Discuss their responses. Note that the common answer will probably relate to the idea that there was trash everywhere. Using Word Card #21, explain the term 'negative consequence' and discuss how littering in Wartville resulted in negative consequences for the community. Using Word Card #21, explain the term 'positive consequence' and discuss how the old man's attempts to pick up litter had positive consequences.

Return to the list of predictions created in Step 7 and see if anyone made the correct prediction about what the old man was carrying.

Make and display the "Consequences in Treeville" chart located in the Supplemental Resources Folder or create a similar chart on chart paper. Discuss how the cutting down of forests and the filling in of the wetland had both negative and positive consequences in Treeville by completing the chart. Note that a completed chart with sample answers has also been included in the Supplemental Materials.

Share the following scenario with students: Mapleton and Elmston are growing communities. They both need new housing areas. Both have a forest. The people of Mapleton cut down all the trees in their forest. Then, they put in new roads and new houses and created a new neighborhood. The people of Elmston cut down enough trees to clear the land for houses and roads, but they left some of the trees also. They build around the trees.

Ask students to describe how the two communities differed in the way they created the new neighborhoods. Then, ask students which community was likely to have the fewest negative consequences as they changed their environment. Finally, ask students if they think people in a community need to act responsibly when they make changes to the natural characteristics of their community. Ask students to explain their answers using the phrase, "Why do you think so?"

Review the rules for brainstorming and then lead a brainstorming session in which students make a list of ways people in a community can work together to take care of the natural characteristics of their community.

Assessment
An assessment in which students identify a positive and negative consequence of an environmental change in a community has been included in the Supplemental Resources Folder.

Lesson: Using Natural Resources to Produce Goods and Services
Big Ideas of the Lesson:
- Natural resources are things in nature that people find useful.
- Trees, soil, and water are important natural resources.
- Natural resources are used to produce goods and services.

This lesson examines how natural resources are used to produce goods and services and also introduces informational text features. Students explore the term 'natural resources' by creating a class list of natural resources such as trees, soil, and water. Then, in small groups, students brainstorm products that can be made from trees. Groups share their ideas as the teacher creates a master class list of tree products. Paired students are given a copy of the book *From Tree to Paper* (from the Start to Finish series) or a similar book that shows production of a good or service from a natural resource. The teacher points out various parts of the book such as the table of contents and glossary; and explains the purpose of each. Next, the teacher points out various text features included in the book such as boldface text and photographs. Pairs read the book together and then discuss the main ideas of the book in the large group. With the teacher's guidance, students identify the text pattern of the book as sequential and then use the text to help them place a set of cards describing the paper making process in the correct order.

Key Concepts: natural resources, production

Instructional Resources
- Equipment/Manipulative
- Chart paper
- Document Camera/Projector
- Student journal or notebook

Student Resource:
From Tree to Paper (Start to Finish Series)by Pam Marshall (one copy for each two students)

Using Word Card #7, review the term 'natural characteristics." Explain that people find many natural characteristics in the environment to be very useful. Using Word Card #8, introduce the term 'natural resources' and explain that this term refers to things in nature that people find useful.

Guide students in creating a list of important natural resources and compile the list on chart paper. Make sure that their list includes trees, soil, and water. Note that other possible answers students may come up with include plants, specific plants such as vegetables, minerals such as iron or silver, oil, coal, etc.

Display the photograph of "Trees," located in the Supplemental Materials or a similar photograph from another source. As an alternative, point out trees visible from a school window. Explain that trees are one of our most important natural resources. Place students in pairs and have each pair come up with a list of things that can be made from trees.

Give pairs time to work and then have them share their ideas in the large group as you make a master list on chart paper. Note that possible answers include pencils, furniture, wooden crates, shelving, houses, school desks, tables, and lumber.

Using the same pairs from the previous step, give each pair a copy of the book *From Tree to Paper* or a similar book showing how a finished product is made from trees. Make sure this book includes text features such as a table of contents and index. Have pairs quickly skim through the book to get an idea of how it is organized.

Using your own copy of the book, draw students' attention to the table of contents. Explain that a table of contents shows the different parts of a book and the pages on which the parts can be found. Explain that a table of contents is found at the beginning of a book. Next, point out the glossary and explain that a glossary shows important or hard words found in the book, what they mean, and how to pronounce them.

Point out the index in the book and explain that the numbers shown in the index are page numbers. Explain that an index is used to show some important ideas in a book and where they are found. Draw students' attention to the term 'chopping' and have them look for the term on pages 6 and 10. Explain that a glossary and index usually found at the end of the book.

Draw students' attention back to the table of contents and ask them how a table of contents and an index are alike. Guide students in understanding that both show page numbers. Ask students how the two features are different. Guide students in understanding that they are found in different parts of a book. In addition, a table of contents shows the main sections of a book and an index shows important ideas in the book.

Have pairs turn to page 4 in the book. Draw students attention to the sentence: Workers plant trees. Ask students how this text differs from the rest of the text on the page. Discuss student responses. Introduce the term 'bold text' and explain that this refers to text that is printed darker than other text. Ask students why an author might put some words in bold text. Guide students in understanding that the author probably wants these words to stand out because they are very important.

Ask students another way the sentence referred to in Step 9 differs from the rest of the text on the page. Guide students in understanding that the text is printed larger. Explain as students read the book, they should pay careful attention to the parts of the text that are bold and in large print. This will help them understand the most important ideas of the book.

Draw students' attention to the photograph on page 5 and ask them what photographs contribute to a book. Discuss student responses. Guide students in understanding that text features like

photographs or illustrations help a reader better understand a text. Read the text on page 4 with students. Discuss how seeing the photograph helps a reader better understand the process of planting trees. Explain as they read the book, they should pay careful attention to the photographs.

Give students time to read and discuss the book with their partner. Then, lead a whole class discussion of the book using the following questions to guide the discussion:
- What are some of the steps in turning a tree into paper?
- What kinds of different machines are involved in the process?
- Besides trees, what other natural resources are needed to make paper?
- What are some new words you learned from the book?
- What are some questions you still have about how paper is made?

Draw students' attention back to the table of contents and ask them how this book is organized. Guide students in understanding that this book shows the sequence, or order, which is followed when paper is made. Explain that many different informational books use this kind of pattern. If possible share other expository books from your classroom collection that follow a sequential text pattern.

Give each pair a set of the "How Trees are Used to Make Paper" sequence cards, located in the Supplemental Materials. Explain that pairs should use the text to help them place the cards in the correct sequence, or order. Give students time to work and then go over the correct sequence with them. Note that the correct sequence is as follows:
- Workers plant trees.
- Workers cut the trees into logs.
- The logs are made into chips.
- At a factory, the chips are made into pulp.
- The pulp is turned into paper.
- The paper is rolled and then cut.

Return to Word Card #8, and guide students in understanding that natural resources are useful because they can be used to produce many different goods and services. Ask students if they can name another natural resource that is used to make paper. Point out that water is also a natural resource.

Assessment
A lesson assessment has been included in the Supplemental Materials in which students' answer multiple choice questions and complete one constructed response. Answers for the constructed response should center on the idea that natural resources are used to produce goods and services.

Lesson-Changing the Environment- 4 Days
Big Ideas of this lesson:
- Students learn about the ways that people modify their environment, along with the positive and negative consequences of those changes.
- Students also identify ways good citizens conserve the earth's natural resources.

Vocabulary of Instruction
- physical environment
- modify/modification
- conserve
- replenish
- natural resource
- consequence
- irrigation
- crop yield

Materials: butcher paper, chart paper, markers, several photographs or pictures of the local community or use the pictures in the Handout: Modifying the Environment

Background Information: In this unit, students will need to know the term "irrigation" which is a technological way to water crops. When the term "crop yield" is used, students will need to understand that this reflects the amount of crops harvested from the field. Students will be introduced to the concepts of conserving and protecting our natural resources as well as replenishing, which is to make full or complete again.

Mural-Day 1
Display the mural of a countryside scene with trees, hills, sky, and a river. Ask students to imagine what it would be like to be in that environment. Discuss what it would look like, sound like, feel like, and smell like.

Prepare the Handout: Adding to the Mural by cutting the elements apart, so that students can draw one of the cut-outs.

Tell students that they are going to be adding things to the mural. Instruct students to draw an item out of the container (from the Handout: Adding to the Mural).

Invite 4-5 students at a time to the mural to add their item. Remind students that this is not an art assignment; it is okay to make a quick line sketch. The purpose of the mural is to help us learn about the way people change their environment.

As students are drawing, discuss with the other students what modifications are being made to the environment in the mural and why people might modify the environment in that way (e.g., building a bridge helps people get from one place to another).

Continue allowing the students to take turns until all the slips of paper have been drawn.

After all students have added to the mural, ask students to imagine what it would be like to be in the modified environment. Discuss what it would look like, sound like, feel like, and smell like.

Ask the following questions:

How has the environment changed? (Possible answers may include: added a bridge, a highway, a road, a farm, oil wells, houses, etc.)
What are the benefits of adding a bridge to the environment? A highway? A farm? An oil well? A road? A mall? (Possible answers may include: bridges, roads, and highways help people get from one place to another more easily; houses provide shelter; malls provide goods and services; oil wells produce natural resources we need; farms grow products we need, etc.)
What are the negative consequences of adding these elements to the environment? (Possible answers may include: the oil well destroys some of the vegetation; more roads and highways mean more cars are traveling, which increases traffic and air pollution; farms break up the natural landscape, etc.)

Lesson adapted from:
https://www.midlandisd.net/cms/lib01/tx01000898/centricity/domain/3308/grade_02_social_studies_unit_10_exemplar_lesson_03__changing_the_environment.pdf

How We Change the Environment- Day 1
Materials:
- Several photographs or pictures of the local community or use the pictures in the Handout: Modifying the Environment
- Handout: Modifying the Environment (1 per student)

Purpose: The purpose of this section of the lesson is for students to identify ways that people modify the environment.

Display photographs and pictures of the local community around the room.
Alternatively, use the pictures from the Handout: Modifying the Environment.

Divide students into small groups and assign them a picture with which to start. Instruct students to discuss how people have modified the environment. Tell students they can take notes if they would like.

Every few minutes, instruct students to rotate to a new picture and to continue discussing what modifications have been made to the environment in the picture.

Modifications- Day 1
Materials: chart paper
Purpose: The purpose of this section of the lesson is for students to identify ways that people modify the environment.

Write the following title on the top of a piece of chart paper: "Ways People Modify Their Environment"

Instruct students to think about all the ways the environment was modified in the pictures they just examined. Ask: What are some ways that people modify their environment? Record their responses on the chart paper.

Positive and Negative Consequences- Day 2
Materials:
- Chart paper
- Handout: Consequences of Modifying Our Environment (1 per student)
- Handout: Consequences of Modifying Our Environment-KEY (1)
- Teacher Resource: Pictures of Irrigation and Crop Yield (1)

Purpose: The purpose of this section of the lesson is for students to identify the positive and negative consequences of modifying the environment.

Display the pictures of irrigation from the Teacher Resource: Pictures of Irrigation and Crop Yield.

Ask: What is happening in the pictures? (Possible answers could include that they are growing crops, watering their crops) How is the physical environment being modified? (Possible answers could include the following: land had to be cleared, soil was plowed to plant the crops and large amounts of water were used to irrigate the crops.)

Explain that the pictures are showing the practice of irrigation or watering. Ask: When might farmers need to water their crops? (Possible answers could include when there is a drought and there is not enough rain.)

On a piece of chart paper, draw a T-chart. Label the left side "Positive Consequences" and label the right side "Negative Consequences."

Ask: What are some of the benefits of crop irrigation? Discuss responses and record on the left side of the T-chart. (Possible answers could include that they will grow more crops. More crops equal more food or in the case of cotton, more clothes.)

Display the pictures of crop yield from the Teacher Resource: Pictures of Irrigation and Crop Yield. Discuss that crop yield is the amount of crops harvested from the field. Discuss the effects of crop yield (both high and low crop yield).

Ask: What are some of the harmful effects of crop irrigation? Discuss responses and record on the left side of the T-chart. (Possible answers could include the following: irrigation uses lots of water, meaning less water in the environment; water shortages can affect other plants and animals.)

Divide students into five small groups and distribute the Handout: Consequences of Modifying Our Environment. Assign one of the information sheets in the handout to each group. Instruct students to read the information provided on their sheet. Instruct students to discuss and record the positive and negative consequences of their assigned modification.

Reorganize the students into small groups, so that every group has someone who read a different modification on the handout.

Students take turns presenting the positive and negative consequences of their modification. Other students take notes on their handouts.

Conserving Our Resources- Day 3

Review the concept of a natural resource from Lesson 02. Ask students to brainstorm 5 different natural resources and record them on chart paper.

Display the word conserve. Ask: What does it mean to conserve? (Possible answers could be to save, to take care of, to protect.)

Explain that there are different ways we can conserve our earth's natural resources: by reusing, reducing, and recycling. We can also replenish resources through methods like planting trees.

Draw the following on a piece of chart paper: chart with reuse, reduce, recycle, and replenish.

Brainstorm and record 1-2 ideas for conserving natural resources in each section on the chart paper.

Students create the same chart in a notebook or on a piece of paper.

Students work with a partner or small group to record additional ideas in each category related to conservation.

Students share their conservation ideas with the class. Record their ideas on the class chart.

Citizenship and Conservation: The purpose of this section of the lesson is for students to understand that citizens can choose to help conserve the earth's natural resources.

Tell students about President Theodore Roosevelt. Roosevelt believed in conservation. He designated thousands of acres of land to become national parks. Ask: How do national parks help conserve or replenish our natural resources? (Possible answers could include that they protect the animals and plants from human destruction; there is little construction, so the water and air are cleaner, etc.)

Ask: Who else do you know that is a good citizen and practices conservation of natural resources by reducing, reusing, replenishing, and recycling? (Possible answers could include their parents, a teacher, a neighbor, etc.)

Tell students that they can make a decision about how they want to help conserve the earth's natural resources.

Review the decision-making process. Instruct student to think about what has been learned about conservation and ask them to respond in writing to the following prompt:

I have decided to help conserve our earth's resources by…….

Assessment- Day 4
Draw a picture that illustrates ways people have modified the physical environment. Add call-out boxes to identify positive and negative consequences of the modifications people made. Explain the picture to a friend, giving examples of choices people could make and things they could do to overcome negative consequences.

Lesson modified from:
https://www.midlandisd.net/cms/lib01/tx01000898/centricity/domain/3308/grade_02_social_studies_unit_10_exemplar_lesson_03__changing_the_environment.pdf

ACCOMMODATIONS AND MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT *a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers

- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:
All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters

- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals

- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Social Studies Curriculum Pacing Guide-Grade 2

Pacing Guide	Unit
September-December	Unit 1- Government/Citizenship: Rights, Rules, and Responsibilities
December-March	Unit 2- History, Culture, and Perspectives
March-June	Unit 3- Geography, People, and the Environment