

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

A

COURSE OUTLINE

FOR

SOCIAL STUDIES

GRADE 2

2SST00

APPROVED BY THE
BOARD OF EDUCATION

August 25, 2011

Approved: March 1991
Revised: October 2017

RATIONALE

The Grade 2 Social Studies curriculum was revised as a result of changes to the New Jersey Student Learning Standards (NJSLS) and to better support district goals. The changes reflect the vision of the social studies standards, which foster the ability to understand the world and to appreciate the heritage of America with a high degree of literacy and civics, economics, and geography.

The second grade course of study includes democratic citizenship and historical and geographic understanding as outlined in the NJSLS. The revision also includes implementation of the New Jersey Technology Standards, 21st Century Life and Career, the English Language Arts New Jersey Learning Standards, and the New Jersey Learning Standards for Mathematics.

As directed by the district, there is a greater emphasis placed on students' critical reading skills and improving student writing with more and varied forms of student assessment, including unit tests. Evidence of change will be reflected in student work folders and on progress reports. In order to become more responsible citizens in our society, an emphasis has been placed on students developing skills, knowledge, and understanding of their community and their individual responsibilities to the community, state, and country.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link – <https://goo.gkl/an7Zab> . Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

COURSE GOALS

	GOAL	NJSLS
1	The students will identify and describe their neighborhood community, school community, and the community of Parsippany.	6.1.B 6.1.D
2	The students will identify and distinguish between types of communities such as rural, suburban, and urban communities.	6.1.B
3	The students will compare and contrast similarities and differences among customs, cultures, and traditions in the past and the present.	6.1.D

4	The students will identify American principles, symbols, and beliefs.	6.1.D
5	The students will distinguish between and explain the need for rules and laws.	6.1.A
6	The students will identify and explain basic economic concepts such as needs, wants, goods, and services.	6.1.C 6.3.C
7	The students will demonstrate understanding of geographic concepts such as continents, oceans, land and water forms, equator, poles, and cardinal directions.	6.1.B
8	The students will be able to identify the effects of human interaction with the environment (air, water, and land pollution).	6.1.B

UNITS OF STUDY

	UNIT	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	NJSLS
1	COMMUNITY AND CULTURE	<p>What are the different types of communities? What are the characteristics of a community? What are the similarities and differences among cultures?</p> <p>Timeframe: Approximately one marking period</p>	<p>Decisions concerning the distribution and use of economic resources impact individuals and groups.</p> <p>Societies require rules, laws, and government.</p> <p>People are affected by environmental, economic, social, cultural, and civic concerns.</p>	<p>6.1.B 6.3.A 8.1.2 ELA.RI ELA.SL ELA.W</p>
2	AMERICAN DEMOCRACY: OUR RIGHTS AND RESPONSIBILITIES	<p>What are important American principles, symbols, and beliefs? What are our responsibilities to our country and each other?</p> <p>Timeframe: Approximately one marking period</p>	<p>Examining social and civic issues helps to expand one's understanding of the world, its people, and themselves.</p> <p>Knowledge of the past helps one understand the present and make decisions about the future.</p> <p>Citizenship is a lifelong endeavor.</p>	<p>6.1.A 6.1.D 6.3.A 6.3.D 8.1.2 ELA.RI ELA.SL ELA.W</p>
3	GEOGRAPHY*	<p>What are the geographic concepts such as continents, oceans, land and water forms, equator, poles, and cardinal directions?</p> <p>Timeframe: Approximately one marking period</p>	<p>Technological changes impact the environment.</p> <p>Where we live influences how we live.</p> <p>Geography influences needs, culture, opportunities, choices, interests, and skills.</p>	<p>6.1.B 6.3.B 8.1.2 ELA.RI ELA.SL ELA.W 9.2</p>

4	ECONOMICS*	What are the basic economic concepts such as needs, wants, goods, and services? What is the role of natural resources such as air, land, water, and plants in everyday life? Timeframe: Approximately one marking period	Natural resources determine a nation's wealth. Decisions concerning the allocation and use of economic resources impact individuals and groups.	6.1.C 6.1.D 6.3.C 8.1.2 9.2 ELA.RI ELA.SL
* Concepts should be integrated into other units of study and disciplines.				

COURSE PROFICIENCIES AND GRADING PROCEDURES

TITLE: SOCIAL STUDIES - GRADE 2

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY STUDENT LEARNING STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.

The student will be able to:

1. demonstrate an understanding of different types of communities such as a neighborhood, school, family, and town.
2. evaluate communities of the past, present, and future.
3. compare and contrast cultures that make up our diverse nation.
4. identify community leaders such as the mayor, governor, and President of the United States.
5. differentiate between the past, present, and future in their own lives.
6. identify community workers and determine why their roles in the community are vital.
7. identify rules and laws and distinguish between them.
8. analyze and explain the need for rules and laws.
9. determine and explain the role of a citizen in the community.
10. explain the meaning of and identify the difference between rights and responsibility.
11. define and understand diversity, tolerance, fairness, and respect for others.
12. explain the importance of American symbols and holidays.
13. understand why memorials and monuments are created.

14. identify the names of important figures in American history and explain why they are important(George Washington, Abraham Lincoln, Sacajawea, Harriett Tubman, and Martin Luther King, Jr.).
15. Identify the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.
16. locate the continents and oceans on a map and a globe.
17. make a distinction between a map and a globe and demonstrate basic globe and map skills.
18. identify location, distance, and cardinal directions.
19. recognize basic physical features or landforms of regions on a map.
20. know types of transportation used to move goods and people.
21. identify modes of communication used to transmit ideas.
22. describe how the relationship of the earth to the sun affects seasons and climates.
23. explain how weather and human activity affect the environment.
24. discover basic goods and services a family needs for everyday life.
25. name various forms of currency and discuss the importance of saving money.

UNIT 1: COMMUNITY AND CULTURE

ESSENTIAL QUESTIONS: What are the different types of communities? What are the characteristics of a community? What are the similarities and differences among cultures?

ENDURING UNDERSTANDINGS: Decisions concerning the distribution and use of economic resources impact individuals and groups. Societies require rules, laws, and government. People are affected by environmental, economic, social, cultural, and civic concerns.

TIMEFRAME: Approximately one marking period

PROFICIENCIES/OBJECTIVES	NJSLS	NJSLS TECH.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		

<p>1. demonstrate an understanding of different types of communities such as a neighborhood, school, family, and town.</p>	<p>6.1.4.B.1-4 6.1.4.D.11 ELA.SL.2.1-3</p>	<p>8.1.2.A.5 8.1.2.B.1</p>	<p>in cooperative learning groups, create murals reflecting urban, suburban, and rural communities.</p> <p>use Nystrom “Exploring Where and Why” CD-ROM to explore various communities.</p> <p>Use the interactive projector and <i>Google Earth</i>® to explore different communities within New Jersey and the world.</p>	<p>Teacher observation, student participation, completed mural</p> <p>Teacher observation</p> <p>Teacher observation</p>	<p>Nystrom “Exploring Where and Why” CD-ROM</p>
<p>2. evaluate communities of the past, present, and future.</p>	<p>6.1.4.D.10 6.1.4.D.11 ELA.W.2.1-2</p>	<p>8.1.2.A.4 8.1.2.A.5 8.1.2.B.1</p>	<p>create a Venn diagram of life today and life in Colonial Williamsburg using <i>Kidspiration</i>® software.</p> <p>write about what it would be like to be a child in colonial times.</p>	<p>Completed Venn diagram</p> <p>Written paragraphs</p>	<p><i>Kidspiration</i>® software</p>

UNIT 1: COMMUNITY AND CULTURE (continued)

PROFICIENCIES/OBJECTIVES	NJSL Standards	NJSLS TECH..	SUGGESTE ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		

<p>3. compare and contrast cultures that make up our diverse nation.</p>	<p>6.1.4.B.10 6.1.4.D.11 6.1.4.D.20 ELA.RI.2.1</p>		<p>celebrate cultural holidays from around the world by completing teacher-generated packets (i.e., Divali, Chinese New Year, Kwanzaa).</p> <p>participate in cultural activities and traditions (dances, songs, games, etc.).</p>	<p>Student participation</p> <p>Student participation</p>	
<p>4. identify community leaders such as the mayor, governor, and President of the United States.</p>	<p>6.1.4.D.6 ELA.W.2.7</p>	<p>8.1.2.A.5 8.1.2.B.1 9.2</p>	<p>identify and discuss photos of various community leaders.</p> <p>use Internet sites to learn about the President and his role in our country.</p>	<p>Student participation</p> <p>Teacher-generated question sheet</p>	<p>Contact Town Hall for photos</p> <p>www.whitehouse.gov</p>
<p>5. differentiate between the past, present, and future in their own lives.</p>	<p>6.1.4.D.11 ELA.W.2.3</p>		<p>make a poster showing their lives in the past, present, future using photos, drawings, and writing.</p> <p>create a personal timeline, with teacher determined number of events, showing important events in their lives and the dates they occurred.</p>	<p>Completed poster</p> <p>Teacher-generated rubric</p>	

UNIT 1: COMMUNITY AND CULTURE (continued)

<p>PROFICIENCIES/OBJECTIVES</p>	<p>NJSLS</p>	<p>NJSLS TECH.</p>	<p>SUGGESTED ACTIVITIES</p>	<p>EVALUATIONS/ ASSESSMENTS</p>	<p>TEACHER NOTES</p>
<p>The student will be able to:</p>			<p>Students will:</p>		

<p>6. identify community workers and determine why their roles in the community are vital.</p>	<p>6.1.4.C.10 6.1.4.C.11 6.3.4.A.2</p>		<p>complete teacher-generated worksheet matching community worker with his or her job in the community.</p> <p>invite community workers to speak to students about their role in the community.</p>	<p>Completed worksheet</p> <p>Teacher observation</p>	<p>Contact local firefighters, mail carriers, police officers, etc.</p>
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UNIT 2: AMERICAN DEMOCRACY: OUR RIGHTS AND RESPONSIBILITIES

ESSENTIAL QUESTIONS: What are important American principles, symbols, and beliefs? What are our responsibilities to our country and each other?

ENDURING UNDERSTANDINGS: Examining social and civic issues helps to expand one’s understanding of the world, its people, and themselves. Knowledge of the past helps one understand the present and make decisions about the future. Citizenship is a lifelong endeavor.

TIMEFRAME: Approximately one marking period

PROFICIENCIES/OBJECTIVES	NJSLS	NJSLS TECH.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		
7. identify rules and laws and distinguish between them.	6.1.4.A.1 6.3.4.A.1 ELA.SL.2.1 -3		discuss school rules and community laws. explain how the class is a democracy and create a classroom constitution explaining classroom rules.	Student participation Student participation, completed constitution	
8. analyze and explain the need for rules and laws.	6.1.4.A.1 6.1.4.A.12 6.3.4.A.1 ELA.SI.2.1-6		play audio tape <i>The Kingdom with No Rules, No Laws, and No King</i> and discuss effects of a community with no rules and laws. create a law that is needed for the school community and make signs to help enforce it and keep the school community informed.	Student participation and teacher observation Teacher-created rubric Completed signs	

UNIT 2: AMERICAN DEMOCRACY: OUR RIGHTS AND RESPONSIBILITIES (continued)

PROFICIENCIES/OBJECTIVES	NJSLS	NJSLS TECH.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		

<p>9. determine and explain the role of a citizen in the community.</p>	<p>6.1.4.A.11 6.3.4.A.3 ELA.RI.2.1-10</p>	<p>8.1.2.B.1 9.2</p>	<p>create a plan to solve a problem in the school community using group collaboration and problem-solving steps. Plan can be created using <i>Kidspiration</i>®.</p> <p>participate in a Readers’ Theater activity called, “Solving Problems.”</p>	<p>Student’s willingness to cooperate and participate democratically in activities</p> <p>Student participation, teacher observation</p>	<p><i>Kidspiration</i>® software</p> <p>Houghton Mifflin, Unit 6, Reader’s Theater activity</p>
<p>10. explain the meaning of and identify the difference between rights and responsibilities.</p>	<p>6.1.4.A.1 6.1.4.A.11 ELA.RI.2.1-10 ELA.SL.2.1-6</p>	<p>8.1.2.B.1</p>	<p>compare and contrast school and home responsibilities using a Venn diagram.</p> <p>examine the difference between rights and responsibilities and list five in each category.</p>	<p>Teacher observation</p> <p>Teacher-generated rubric, list showing understanding of the two concepts</p>	<p>Venn diagram can be completed by students using the interactive projector.</p>
<p>11. define and understand diversity, tolerance, fairness, and respect for others.</p>	<p>6.1.4.A.15 6.1.4.D.15 6.1.4.D.20 6.3.4.D.1 ELA.SL.2.1-6</p>		<p>act out conflict-resolution process aligning with character education and anti-bullying mandate.</p> <p>discuss concept of America as a “Melting Pot,” and brainstorm aspects of American culture that are from another country (pizza, soccer, etc.).</p>	<p>Student participation</p> <p>Teacher observation, student participation</p>	

UNIT 2: AMERICAN DEMOCRACY: OUR RIGHTS AND RESPONSIBILITIES (continued)

PROFICIENCIES/OBJECTIVES	NJSLS	NJSLS TECH..	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		

<p>12. explain the importance of American symbols and holidays.</p>	<p>6.1.4.D.17 ELA.RI.2.1-10 ELA.SL.2.1-6 ELA.W.2.7</p>	<p>8.1.2.A.2 8.1.2.A.5 8.1.2.B.1</p>	<p>use Internet site Ben’s Guide to Government to research and learn about American symbols. show pictures and have children identify American symbols.</p> <p>make a class quilt showing American symbols.</p> <p>Veterans Day, Thanksgiving, Martin Luther King Day, Presidents Day, Memorial Day, Flag Day, and Independence Day.</p> <p>read and discuss the reasons why America has American memorials and monuments.</p> <p>complete a poster board activity, which requires students to:</p> <ul style="list-style-type: none"> - identify various American memorials and monuments and supply background information on the monument/memorial 	<p>Answers to questions</p> <p>Teacher-created worksheet matching pictures to names of symbols</p> <p>Completed quilt, student participation</p> <p>Student participation</p> <p>Teacher created rubric</p>	<p>http://bensguide.gpo.gov/k-2/index.html</p> <p>Houghton Mifflin’s <i>Neighborhoods</i> text book</p> <p>use student text <i>Neighborhoods</i> from Houghton Mifflin pages 332-338 to teach about</p> <p>Houghton Mifflin <i>Neighborhoods</i> text pages 138-141</p>
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UNIT 2: AMERICAN DEMOCRACY: OUR RIGHTS AND RESPONSIBILITIES (continued)

PROFICIENCIES/OBJECTIVES	NJSLs	NJSLs TECH.	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		

<p>13. understand why memorials and monuments are created.</p>	<p>6.1.4.D.17 ELA.RI.2.1-10</p>		<p>participate in a play called, “One Night at Mt. Rushmore.”</p> <p>review pages 138-141, in order to examine American memorials and monuments, and identify which one they like best and why.</p>	<p>Student participation, teacher observation</p> <p>Student participation, written or oral statement</p>	<p>“Bringing Social Studies Alive” book from Houghton Mifflin</p>
<p>14. identify the names of important figures in American history and explain why they are important. (George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, and Martin Luther King, Jr.).</p>	<p>6.1.4.D.4 6.1.4.D.5 6.1.4.D.6 6.1.4.D.7 6.1.4.D.8 6.1.4.D.9</p> <p>ELA.W.2.1-8 ELA.SL.2.1-6</p>		<p>conduct an interview with a famous person from American history. Ask questions that reflect understanding of the historical significance of the person’s life.</p> <p>create a mobile that describes a famous person from history and what he or she is famous for.</p> <p>choose a person from American history and make a puppet of that person to coincide with three questions they would like people to ask their puppet. Puppet will answer questions.</p>	<p>Student participation, written interview questions, teacher observation</p> <p>Completed mobile</p> <p>Performance Task Rubric on page 277 of <i>Neighborhoods</i> teacher’s manual</p>	

UNIT 2: AMERICAN DEMOCRACY: OUR RIGHTS AND RESPONSIBILITIES (continued)

PROFICIENCIES/OBJECTIVES	NJSLS	NJSLS TECH.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		

<p>15. identify the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.</p>	<p>6.1.4.A.10 6.1.4.D.9 ELA.RI.2.1, 2, 4-10 ELA.W.2.1-3, 7</p>	<p>8.1.2.A.5 8.1.2.B.1</p>	<p>use Eduplace website, Kids encyclopedia on the World Book Online site or Grolier’s for reading level biographies to research important Americans and answer questions about their contributions.</p> <p>write letters to a famous person from the past using Houghton Mifflin’s “Research and Writing Projects.”</p>	<p>Responses to questions</p> <p>Writing rubric, page iv, “Research and Writing Projects”</p>	<p>http://www.eduplace.com/kids/socsci/nj/books/bkb/biographies/index.html</p> <p>Houghton Mifflin’s “Research and Writing Projects” manual</p>
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UNIT 3: GEOGRAPHY

ESSENTIAL QUESTIONS: What are the geographic concepts such as continents, oceans, land and water forms, equator, poles, and cardinal directions?

ENDURING UNDERSTANDINGS: Technological changes impact the environment. Where we live influences how we live. Geography influences needs, culture, opportunities, choices, interests, and skills.

TIMEFRAME: Approximately one marking period

PROFICIENCIES/OBJECTIVES	NJSLS	NJSLS TECH.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		
16. locate the continents and oceans on a map and a globe.	6.1.4.B.1 ELA.RI.2.1, 2, 4-10 ELA.SL.1-3		play and sing <i>Sing to Learn</i> CD by Dr. Jean with Oceans and Continents songs, having students point out continents and oceans on map as they sing. construct papier mache globes showing continents and oceans.	Teacher observation, student participation Teacher observation, completed globes	<i>Sing to Learn</i> CD by Dr. Jean
17. make a distinction between a map and a globe and demonstrate basic globe and map skills.	6.1.4.B.1-4	8.1.2.B.1 9.2	use a map and a globe to complete Nystrom activities. use interactive projector to demonstrate the use of maps through the use of http://www.sheppardsoftware.com/Geography.htm and <i>Google Earth</i> ®.	Teacher observation Teacher observation	Nystrom maps and globes
18. identify location, distance, and cardinal directions.	6.1.4.B.1-4	8.1.2.A.5 8.1.2.B.1	locate school, home, neighborhood, community, state, and country on a map use the interactive projector and <i>Google Earth</i> ® to identify location, distance, and cardinal directions.	Student-completed maps showing locations Teacher observation	Maps of Parsippany, New Jersey, and United States (use www.eduplace.com/ss/hmss/05/for printable outline maps)

UNIT 3: GEOGRAPHY (continued)

PROFICIENCIES/OBJECTIVES	NJSLS	NJSLS TECH.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		
18. (continued)			<p>use interactive map of Washington, D.C. on Eduplace website to follow cardinal directions.</p> <p>use Houghton Mifflin “Bringing Social Studies Alive” geography activities.</p>	<p>Student participation, teacher observation</p> <p>Geography activity worksheets</p>	<p>http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u6/index.html</p> <p>Houghton Mifflin “Bringing Social Studies Alive”</p>
19. recognize basic physical features or landforms of regions on a map.	6.1.4.B.1-4		<p>use relief maps from Nystrom kit to study landforms of different regions.</p> <p>make a salt dough relief map of the United States showing elevations and mountain chains.</p>	<p>Student participation, teacher observation</p> <p>Completed salt dough map, teacher observation</p>	Nystrom kit

UNIT 3: GEOGRAPHY (continued)

PROFICIENCIES/OBJECTIVES	NJSLS	NJSLS TECH.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		

<p>20. know types of transportation used to move goods and people.</p>	<p>6.1.4.C.15 ELA.RI.2.1, 2, 4-10 ELA.SL.2.1-3</p>		<p>complete a reading on the changes in transportation and participate in a class discussion.</p> <p>participate in debate where students will have to defend their point of view on the “best” transportation invention.</p> <p>complete a graphic organizer identifying the different types of transportation used in today’s world.</p>	<p>Completed question guide</p> <p>Teacher-generated rubric, clarity of expression and quality of argument</p> <p>Completed graphic organizer</p>	<p>Houghton Mifflin <i>Neighborhoods</i> text pages 260-263 and Practice Workbook - Page 40</p> <p>Houghton Mifflin <i>Neighborhoods</i> text page 266 and skill transparency.</p> <p>Teachers may wish to complete activities described in Nystrom Unit 1, Lesson 3, Activity B</p>
<p>21. identify modes of communication used to transmit ideas.</p>	<p>6.1.4.C.18 ELA.SL.2.1-3</p>		<p>read and identify the different types of tools used to communicate in the past and present using a graphic organizer.</p> <p>participate in a class discussion highlight the positive and negative impact telephones, computers, and cellular phones had on communication.</p>	<p>Completed graphic organizer</p> <p>Teacher observation</p>	<p>Houghton Mifflin <i>Neighborhoods</i> text and practice workbook page 42</p> <p>*Teachers are encouraged to relate this discussion to character education and anti-bullying</p>

UNIT 3: GEOGRAPHY (continued)

PROFICIENCIES/OBJECTIVES	NJSLs	NJSLs TECH.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			Students will:		

<p>22. describe how the relationship of the Earth to the sun affects seasons and climates.</p>	<p>6.1.4.B.9 6.3.4.B.1 ELA.RI.2.1, 2, 4-10 ELA.SL.2.1-3</p>	<p>8.1.2.B.1</p>	<p>participate in an interdisciplinary science unit where students will identify how Earth has changed over time.</p> <p>use http://www.noaa.gov/ or www.weather.com to identify local and regional weather in order to create a poster board presentation highlighting weather patterns.</p> <p>participate in Readers' Theatre titled "Big Storm Coming," and participate in a class discussion detailing the main points of the story.</p>	<p>Lesson assessments from science unit, teacher observation</p> <p>Teacher observation, student participation, teacher created rubric.</p> <p>Teacher observation, student participation</p>	<p>Houghton Mifflin Science Discovery Works Unit C materials lessons 6-9, "Changes Over Time"</p> <p>Houghton Mifflin's "Bringing Social Studies Alive," daily newspaper, www.weather.com http://www.noaa.gov/</p> <p>Teachers may wish to assign a grade level project addressing the environmental effects of global warning.</p> <p>Houghton Mifflin <i>Neighborhoods</i> text Unit 2</p>
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UNIT 3: GEOGRAPHY (continued)

PROFICIENCIES/OBJECTIVES	NJSLs	NJSLs TECH.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		

<p>23. explain how weather and human activity affect the environment.</p>	<p>6.1.4.B.4 6.1.4.B.5 ELA.RI.2.1, 2, 4-10 ELA.SL.2.1-3</p>		<p>read and discuss <i>The Great Kapok Tree</i> and <i>The Shaman's Apprentice</i> by Lynne Cherry, pointing out how man can affect his environment.</p> <p>read the <i>Oil Spill</i> by Melvin Berger and complete a question guide.</p> <p>make "Save the Earth" posters, discussing endangered animals and reduce, reuse, recycle in celebration of Earth Day.</p> <p>discuss the effects of natural disasters by comparing and contrasting various events.</p>	<p>Student participation in class discussion</p> <p>Student participation in class discussion, completed question guide</p> <p>Completed poster</p> <p>Student participation</p>	<p><i>The Great Kapok Tree</i> and <i>The Shaman's Apprentice</i> by Lynne Cherry</p> <p><i>Oil Spill</i> by Melvin Berger</p> <p>Houghton Mifflin <i>Neighborhoods</i> text pages 96-97.</p>
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UNIT 4: ECONOMICS

ESSENTIAL QUESTIONS: What are the basic economic concepts such as needs, wants, goods, and services? What is the role of natural resources such as air, land, water, and plants in everyday life?

ENDURING UNDERSTANDINGS: Natural resources determine a nation's wealth. Decisions concerning the allocation and use of economic resources impact individuals and groups.

TIMEFRAME: Approximately one marking period

PROFICIENCIES/OBJECTIVES	NJSLs	NJSLs TECH.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
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The student will be able to:			Students will:		
24. identify basic goods and services a family needs for every day life.	6.1.4.C.1 6.1.4.C.2 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8 6.3.4.C.1 ELA.SL.2.1-3		<p>discuss the difference between needs and wants and use follow-up activity sheet from Nystrom kit.</p> <p>discuss the differences between goods and services and, simultaneously, complete a t-chart relating to the topic.</p> <p>Participate in a canned food drive or clothing drive.</p>	<p>Student participation</p> <p>Completion of Nystrom Activity Sheet 9</p> <p>Student participation</p>	<p>Nystrom Activity Sheet 6</p> <p>Nystrom binder use Nystrom materials from Unit 2, Lesson 4, Activity</p>
25. identify various forms of currency and the importance of saving money.	6.1.4.C.9 6.1.4.C.10 6.1.4.C.11 ELA.RI.2.1, 2, 4-10 ELA.SL.2.1-3 MD.B.5, 8 9.1, 9.2		<p>use materials from math text to explore coins, and monies from various countries. Students will also compare values.</p> <p>read and discuss how the character saves money in <i>A Chair for My Mother</i> by Vera B. Williams.</p> <p>read <i>If You Made a Million</i> by David M. Schwartz and discuss how banks help us save, earn, and borrow money.</p> <p>complete Personal Finance activities in "Bringing Social Studies Alive" on pages 72- 83.</p>	<p>Math chapter tests</p> <p>Student participation</p> <p>Student participation</p> <p>Completed worksheets</p>	<p>Harcourt 2nd grade math text</p> <p><i>A Chair for My Mother</i> by Vera B. Williams</p> <p><i>If You Made a Million</i> by David M. Schwartz</p> <p>Houghton Mifflin <i>Neighborhoods</i> "Bringing Social Studies Alive"</p>

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Websites:

- Kids Guide to U.S. Government: <http://bensguide.gpo.gov/> (Unit 2)
- Map Skills: http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u6/index.html (Unit 3)
- Important Americans Biography: <http://www.eduplace.com/kids/socsci/nj/books/bkb/biographies/index.html> (Units 1 & 2)
- Democracy and Government: www.whitehouse.gov (Unit 1) **Teacher Resource Websites:**

- Links to second grade social studies websites: <http://kids.aol.com/homework-help/junior/social-studies>
- Printable outline maps: <http://www.eduplace.com/ss/hmss05/> Search
- for video clips on related topics: www.discoveryeducation.com
- www.teacher.scholastic.com
- <http://www.state.nj.us/education/holocaust/911/curriculum/>

APPENDIX A

SAMPLE

AUTHENTIC ASSESSMENT

The Anti-Bullying Campaign

In order to prevent bullying in your school, your principal has created a contest asking you, and your classmates, to create five rules that could be posted around the school for all students and teachers to refer to that will provide all students with a safe, bully free environment.

In order to successfully complete the assignment, you must include the following on a poster board:

1. A title for your poster board.
2. Your rules, written in your own words.
3. A description for each rule, explaining why your rule is important.
4. A bibliography showcasing the resources you referred to as you created your laws.

In addition, you will be asked to answer the following question in one paragraph:

How will your rules make school a safer place that is free of bullying?

TEACHER NOTES: THE ANTI-BULLYING CAMPAIGN

Objectives:

Students will be able to:

1. identify rules and laws and distinguish between them.
2. analyze and explain the need for rules and laws.
3. write a persuasive paragraph describing how their rules will make school a safer place that is free of bullying.
4. Utilize their technological skills as they research current anti-bullying laws in order to create their own school rules promoting a safe, anti-bullying school.

Assessment Overview:

The Anti-Bullying Campaign project is an authentic assessment performance task used as an assessment for the second grade social studies curriculum that will showcase students' abilities to identify rules and laws. Additionally, students will have an opportunity to analyze current rules and laws and explain why anti-bullying laws are needed to create and promote a safer school environment. Working individually, students will use technology to create their own rules that will be included on their poster board. Moreover, students will showcase their word processing skills as they write a persuasive paragraph explaining how their rules will make their respective school a safer place that is free of bullying.

The teacher will provide students with the following website: <http://www.pacerkidsagainstbullying.org/>, and additional resources focusing on anti-bullying. The rubric and peer assessment are included and may be used at the end of the project to help students reflect on their learning.

Technology Integration:

Students will be able to:

1. Conduct research using specified websites
2. Use Microsoft Word, Kidspiration, or KidPix to help design their poster board.

POSTER BOARD RUBRIC: THE ANTI-BULLYING CAMPAIGN

Response Level For Each Topic	Expert	Practitioner	Apprentice	Beginner
Behavior-Follows Instructions	Paid close attention to instructions, and asked questions when needed. Followed all directions in the order they were given.	Listened closely to instructions, and followed directions without a lot of teacher help.	Listened to instructions, but did not complete all directions.	Did not listen to instructions, and only followed directions when prompted by teacher.
Research	All or most parts of the task are successfully completed, demonstrating strong research skills, use of technology and print materials, and creativity.	Most parts of the task were successfully completed; other parts are attempted and their intents addressed, but they are not successfully completed.	A part (or parts) of the task may be addressed with little or no success, while other parts are omitted or incorrect	Little or no part of the task is completed with any success.
Neatness	Anti-bullying rules are presented in a neat, attractive manner.	Most of the information is presented in a neat, attractive manner.	Anti-bullying rules are presented in a manner that may or may not be neat or attractive.	Anti-bullying rules are presented in a manner that may or may not be neat or attractive.

<p>Writing-Spelling and Grammar</p>	<p>Anti-bullying rules are clearly stated with only one or two spelling, punctuation, or grammar errors.</p> <p>Poster board title is clear and easy to read and includes no errors.</p>	<p>Anti-bullying rules are stated with less than five spelling, punctuation, and grammar errors.</p> <p>Poster board title is clear and easy to read but may include one or two errors.</p>	<p>Anti-bullying rules are stated with up to ten spelling, punctuation, and grammar errors.</p> <p>Poster board title includes several errors.</p>	<p>Anti-bullying rules include more than ten spelling, punctuation, and grammar errors.</p> <p>Poster board does not include a title.</p>
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PERSUASIVE PARAGRAPH RUBRIC: THE ANTI-BULLYING CAMPAIGN

<p>Response Level For Each Topic</p>	<p>Expert</p>	<p>Practitioner</p>	<p>Apprentice</p>	<p>Beginner</p>
<p>Persuasiveness</p>	<p>Student presented at least four to five persuasive reasons why their rules make school a safer place that is free of bullying.</p>	<p>Student presented at least three persuasive reasons why their rules make school a safer place that is free of bullying.</p>	<p>Student presented at least two persuasive reasons why their rules make school a safer place that is free of bullying.</p>	<p>Student presented at least one or no persuasive reasons why their rules make school a safer place that is free of bullying.</p>
<p>Mechanics and Grammar</p>	<p>Contains few, if any punctuation, spelling, or grammatical errors.</p>	<p>Contains several errors in punctuation, spelling, or grammar that do not interfere with the meaning.</p>	<p>Contains many punctuation, spelling, and/or grammatical errors that interfere with meaning.</p>	<p>Contains many punctuation, spelling, and/or grammatical errors that make the piece illegible.</p>

APPENDIX B

NEW JERSEY STUDENT LEARNING STANDARDS AND MODIFICATIONS

Social Studies Standards: <http://www.nj.gov/education/cccs/2014/ss/>

21st Century Life and Careers Standards: <http://www.nj.gov/education/aps/cccs/career/>

Technology Standards: <http://www.nj.gov/education/aps/cccs/tech/>

English Language Arts Standards: <http://www.nj.gov/education/aps/cccs/lal/>

Math Standards : <http://www.nj.gov/education/aps/cccs/math/>

Suggestions for Modifications and Adaptions: [Modifications and Adaptions](#)

