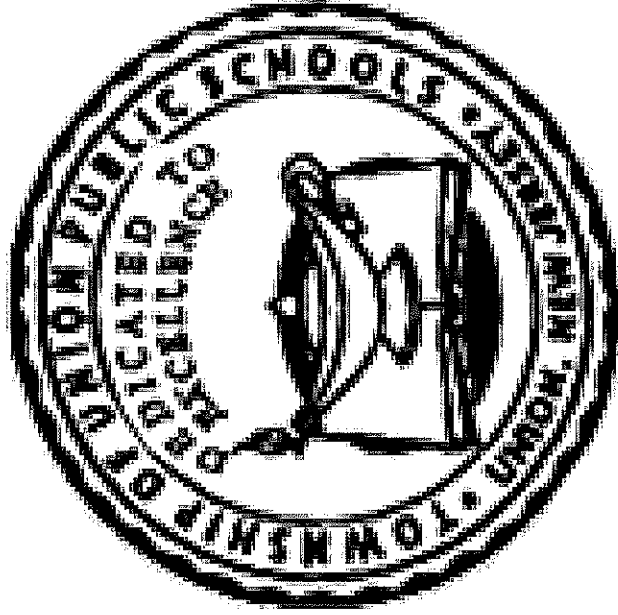


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Social Studies Grade 2  
Curriculum Guide  
Updated December 18, 2018**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

## **Course Description**

The second grade social studies curriculum guide is aligned with the New Jersey Student Learning Standards. The guide provides essential questions and objectives for each of the major content areas of study. The objectives are related to the essential questions. At the conclusion of each unit, the student is expected to be able to respond to the essential questions and objectives. In addition, lessons in friendship, respect, and tolerance have been included in conjunction with NJSA 18A:35-28 Holocaust/Genocide Education and with The Amistad Bill (A1301).

The course is divided into the following units:

- Culture
- Geography
- History
- Economics
- Citizenship

## Recommended Resources

- New Jersey Student Learning Standards for Social Studies
- Macmillan/ McGraw-Hill Timelinks
- Caring Makes a Difference: K-4thGrade Curriculum Guide: Lessons on Friendship, Respect, Tolerance, Holocaust/Genocide -[www.state.nj.us/education/holocaust/curriculum/](http://www.state.nj.us/education/holocaust/curriculum/)
- <http://www.njamistadcurriculum.net/>

### New Jersey Student Learning Standards for Social Studies

#### Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

**Mission:** *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

**Vision:** An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

### **Intent and Spirit of the Social Studies Standards**

All students receive social studies instruction from Preschool through grade 12. 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. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

### ***The Role of Essential Questions***

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

#### **A. Civics, Government, and Human Rights**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

#### **B. Geography, People, and the Environment**

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

#### **C. Economics, Innovation, and Technology**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**D. History, Culture, and Perspectives**



## Curriculum Units

Unit 1: \_\_\_\_\_ Culture \_\_\_\_\_

Unit 2: \_\_\_\_\_ Geography \_\_\_\_\_

Unit 3: \_\_\_\_\_ History \_\_\_\_\_

Unit 4: \_\_\_\_\_ Economics \_\_\_\_\_

Unit 5: \_\_\_\_\_ Citizenship \_\_\_\_\_

## Pacing Guide- Course

| <u>Content</u>                    | <u>Number of Days</u> |
|-----------------------------------|-----------------------|
| <u>Unit 1:</u> September- October | 36                    |
| <u>Unit 2:</u> November-December  | 36                    |
| <u>Unit 3:</u> January-February   | 36                    |
| <u>Unit 4:</u> March-April        | 36                    |
| <u>Unit 5:</u> May-June           | 36                    |

Unit 1: Culture

| Essential Questions  | Instructional Objectives/<br>Skills and Benchmarks_<br>(CP/s)   | Activities  | Assessments   |
|--|---|---|---|
| <p>How do we live together?</p> <p>Why do groups have rules?</p> <p>Why do people vote?</p> <p><b>NJSLS-SS<br/>6.1, 6.2, 6.3</b></p> | <ul style="list-style-type: none"> <li>• Understand we belong to various groups, and that those groups have rules to help us get along.</li> <li>• Understand that we all belong to communities. The people of the community vote on the laws.</li> <li>• Understand that there are three kinds of communities- urban, suburban, and rural- and how they are different from each other</li> </ul> | <ul style="list-style-type: none"> <li>• Have students make a list of all the groups at home, at school, in the community, and elsewhere to which they belong. Create a class list on the board.</li> <li>• On index cards write different situations in which a person might be a good citizen. Divide the class into groups giving each group a card. Invite them to discuss ways someone could be a good citizen in the situation.</li> <li>• Organize students in groups. They will act as tour guides who will lead a tour of a city and suburb making a list of tour highlights.</li> </ul> | <ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Mid unit quizzes</li> <li>• Performance Assessments</li> </ul> |

| Essential Questions  | Instructional Objectives/<br>Skills and Benchmarks_<br>(CPI/s)   | Activities  | Assessments |
|--|--|---|-------------|
| <p>How are people different and how do those differences make us special?</p> <p><b>(NJSA 18A:35-28 Holocaust/Genocide)</b></p> <p><b>The Amistad Bill (A1301)</b></p> | <ul style="list-style-type: none"> <li>Understand that special ways of doing things make up customs, traditions, and culture.</li> <li>Understand that many different types of people make up a community.</li> <li>Understand that each one of us is unique and special.</li> </ul> | <ul style="list-style-type: none"> <li>Give students copies of the lyrics to the song "Tradition" from <i>Fiddler on the Roof</i>. Read each stanza with the students discussing what the lyrics say about the traditional roles of each family member.</li> <li>With the class, make a list famous artists, inventors, scientists, and musicians. Discuss how these people make communities better places to live</li> <li>ReadWorks.org</li> <li>ReadWorksDigital.org</li> <li>Flocabulary.com</li> <li>Brainpop.com</li> <li>Teachertube.com</li> <li><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></li> </ul> |             |

## Unit 2: Geography

| Essential Questions   | Instructional Objectives/<br>Skills and Benchmarks_<br>(CPIs)  | Activities  | Assessments   |
|---|--|---|---|
| <p>How do we find out about places on Earth?</p> <p>Why is it important to understand location?</p> <p>How can we save natural resources?</p> <p><b>NJSLS-SS<br/>6.2, 6.3</b></p> | <ul style="list-style-type: none"> <li>• Understand that location is how we describe where places and things are.</li> <li>• Identify the connections between state, country, continent, and the world.</li> </ul> | <ul style="list-style-type: none"> <li>• Have students illustrate their bedrooms on a given grid. Discuss the location of specific items using words such as 'near' and 'next to'.</li> <li>• Have students sketch an outline of their state. Brainstorm with the students the types of information they should put on their maps (cities, bodies of water, etc.) Using books and materials have students make their maps including as many items as possible.</li> </ul> | <ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Mid unit quizzes</li> <li>• Performance Assessments</li> </ul> |

| Essential Questions | Instructional Objectives/<br>Skills and Benchmarks_<br>(CP/s)  | Activities   | Assessments |
|---------------------|--|--|-------------|
|                     | <ul style="list-style-type: none"> <li>• Identify the differences between landforms and different bodies of water in the United States.</li> <li>• Understand the features of the four seasons. Identify different types of dangerous weather.</li> <li>• Understand that natural resources are things that occur in nature that we use. Identify examples of resources that can be easily replaced and ones that cannot.</li> </ul> | <ul style="list-style-type: none"> <li>• Post a large outline map of the United States. Have students locate as many land and water forms in the United States as they can.</li> <li>• Using page 29 as a guide, invite students to divide a piece of paper into fourths and draw the picture of each tree. Then have them illustrate themselves under each tree participating in an activity for that season. Students should include as many details as they can.</li> <li>• Using books and other materials, help children find out what state agency is in charge of natural resources</li> <li>• ReadWorks.org</li> </ul> |             |

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|--|--|---|--|
|  |  | <ul style="list-style-type: none"><li>• <a href="http://ReadWorksDigital.org">ReadWorksDigital.org</a></li><li>• <a href="http://Flocabulary.com">Flocabulary.com</a></li><li>• <a href="http://Brainpop.com">Brainpop.com</a></li><li>• <a href="http://Teachertube.com">Teachertube.com</a></li></ul> |  |
|--|--|---|--|

**Unit 3: History**

| Essential Questions   | Instructional Objectives/<br>Skills and Benchmarks_<br>(CPIs)   | Activities   | Assessments   |
|---|---|--|---|
| <p>How did people from long ago make a difference?</p> <p>What are some ways that we communicate with each other?</p> <p><b>NJSLS-SS<br/>6.1, 6.2</b></p> | <ul style="list-style-type: none"> <li>• Understand that there are many differences between life long ago and life today.</li> <li>• Understand the different groups that settled in different areas.</li> <li>• Understand why settlers left England. Identify King George, Paul Revere, and the Declaration of Independence.</li> <li>• Understand that pioneers explored the west, sometimes pushing Native Americans off their land.</li> </ul> | <ul style="list-style-type: none"> <li>• Draw a picture of transportation from the past and from the future.</li> <li>• Help students find books about Native Americans. Make up stories about what it was like to live in the early days of America.</li> <li>• Write a letter to King George or Paul Revere.</li> <li>• Brainstorm what it would be like to be a king or queen in the 1700s.</li> <li>• Have students pretend to be explorers. Keep a journal of what was seen, people met, and plants and animals interacted with.</li> </ul> | <ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Mid unit quizzes</li> <li>• Performance Assessments</li> </ul> |



| Essential Questions  | Instructional Objectives/<br>Skills and Benchmarks_<br>(CPIs)  | Activities   | Assessments |
|--|--|--|-------------|
| <p><b>What makes a good leader?(NJSA 18A:35-28 Holocaust/Genocide Education<br/>The Amistad Bill (A1301)</b></p> | <ul style="list-style-type: none"> <li>Understand the conflict of the Civil War. Identify Harriet Tubman, President Lincoln, slavery, and the Underground Railroad.</li> </ul> | <ul style="list-style-type: none"> <li>Compare and Contrast Harriet Tubman in a Venn diagram.</li> <li>Have students participate in suggested activities in the Caring Makes A Difference</li> <li>K-4thGrade Curriculum Guide. (NJSA 18A:35-28 Holocaust/Genocide</li> <li><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></li> <li>ReadWorks.org</li> <li>ReadWorksDigital.org</li> <li>Flocabulary.com</li> <li>Brainpop.com</li> </ul> |             |

**Unit 4: Economics**

| Essential Questions  | Instructional Objectives/<br>Skills and Benchmarks_<br>(CPI/s)   | Activities   | Assessments   |
|--|--|--|---|
| <p>How do we get the things we need and want?</p> <p>What are some areas where technology can help us?</p> <p><b>NJSLS-SS<br/>6.2, 6.3</b></p> | <ul style="list-style-type: none"> <li>• Understand the difference between wants and needs. Identify ways to save money when money is scarce.</li> <li>• Understand that people do a variety of jobs to earn money.</li> <li>• Note that goods can be grown on a farm, made at home, or produced in a factory. Understand trading with other countries.</li> </ul> | <ul style="list-style-type: none"> <li>• Using pictures and text on pages 4-7 as a guide, have students draw pictures of wants and needs.</li> <li>• List services workers on the board. Have students draw a picture of those types of service workers, and label their drawing.</li> <li>• Have students draw a picture or showing something that they learned about farming and selling produce.</li> </ul> | <ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Mid unit quizzes</li> <li>• Performance Assessments</li> </ul> |

| Essential Questions | Instructional Objectives/<br>Skills and Benchmarks<br>(CPIs)   | Activities  | Assessments |
|---------------------|--|---|-------------|
|                     | <ul style="list-style-type: none"> <li>Understand that producers grow or make things to sell and consumers use the goods.</li> </ul> | <ul style="list-style-type: none"> <li>Create a flow chart of how a bushel of apples gets to a store using page 30-31 as a guide.</li> <li>ReadWorks.org</li> <li>ReadWorksDigital.org</li> <li>Flocabulary.com</li> <li>Brainpop.com</li> <li>Teachertube.com</li> </ul> |             |

**Unit 5: Citizenship**

| Essential Questions   | Instructional Objectives/<br>Skills and Benchmarks_<br>(CPIs)  | Activities  | Assessments |
|---|--|---|-------------|
| <p>Why do we need government?</p> <p><b>NJSLS-SS<br/>6.1, 6.3</b></p> <p>Why should we follow rules?</p> <p><b>(NJSA 18A:35-28<br/>Holocaust/Genocide Education)<br/>The Amistad Bill (A1301)</b></p> | <ul style="list-style-type: none"> <li>Understand that the state government is organized like our federal government with a leader, lawmakers, and judges. Identify state symbols.</li> <li>Identify the leader of a city as the major. Identify the three parts of a local government.</li> <li>Understand the meaning of justice and how it is represented in our symbols. Identify immigrants want to live in the United States.</li> <li>Understand laws help keep us safe;</li> </ul> | <ul style="list-style-type: none"> <li>Identify state flag, nickname, motto, seal, flower, and bird. Learn the words to the state song.</li> <li>Identify the mayor and write letters to the mayor.</li> <li>Have students pretend they are from another country and visiting the U.S. Have them write letters to their friends describing the trip to the U.S. and the Statue of Liberty.</li> <li>Have students participate in suggested activities in the Caring Makes A Difference</li> <li>K-4thGrade Curriculum Guide. (NJSA 18A:35-28<br/>Holocaust/Genocide</li> <li><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></li> <li>ReadWorks.org</li> <li>ReadWorksDigital.org</li> <li>Flocabulary.com</li> </ul> |             |

|  |  |  |  |
|--|--|--|--|
|  | to understand that we have rules to guide us and keep us safe. | <ul style="list-style-type: none"><li>• Brainpop.com</li><li>• Teachtube.com</li></ul> |  |
|--|--|--|--|

**Social Studies Skills Table**

**Essential Question:** What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

| Social Studies Skill   | K-4 |
|--|-----|
| <b>Chronological Thinking</b> <ul style="list-style-type: none"> <li>• Place key historical events and people in historical eras using timelines.</li> <li>• Explain how the present is connected to the past.</li> </ul>  |     |
| <b>Spatial Thinking</b> <ul style="list-style-type: none"> <li>• Determine locations of places and interpret information available on maps and globes.</li> <li>• Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.</li> </ul> |     |
| <b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• Distinguish fact from fiction.</li> <li>• Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)</li> </ul>   |     |
| <b>Presentational Skills</b> <ul style="list-style-type: none"> <li>• Use evidence to support an idea in a digital, oral and/ written format.</li> <li>• Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.</li> </ul>  |     |

New Jersey Student Learning Standards-Social Studies

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## **Best Practices and Exemplars:**

### **Students with Disabilities, English Language Learners, and Gifted and Talented Students:**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.

### **Examples of Strategies and Practices that Support Students with Disabilities:**

#### **\*Refer to students' IEP for specific modifications and accommodations**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

### **Examples of Strategies and Practices that Support Gifted and Talented Students:**

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

### **Examples of Strategies and Practices that Support English Language Learners:**

#### **\*All WIDA Can Do Descriptors can be found at: <https://wida.wisc.edu/teach/can-do/descriptors>**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding



- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**

#### *21st Century Themes and Skills*

##### *21st Century Themes*

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and*

##### *Entrepreneurial Literacy*

##### *21<sup>st</sup> Century Skills*

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

**21st Century Life and Careers Standards  
Career Ready Practices and Standard 9.1, 9.2, and 9.3  
Career Ready Practices:**

- CRP1: Act as a responsible and contributing citizen and employee.
  - CRP2: Apply appropriate academic and technical skills.
  - CRP3: Attend to personal health and financial well-being.
  - CRP4: Communicate clearly and effectively and with reason.
  - CRP5: Consider the environmental, social and economic impacts of decisions.
  - CRP6: Demonstrate creativity and innovation.
  - CRP7: Employ valid and reliable research strategies.
  - CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
  - CRP9: Model integrity, ethical leadership and effective management.
  - CRP10: Plan education and career paths aligned to personal goals.
  - CRP11: Use technology to enhance productivity.
  - CRP12: Work productively in teams while using global competence.
- Standards 9.1, 9.2, and 9.3**

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

**Technology Standards: Technology standards are embedded throughout all curricular units.**

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

#### **Additional Resource Links**

- [ReadWorks.org](http://ReadWorks.org)
- [ReadWorksDigital.org](http://ReadWorksDigital.org)
- [Flocabulary.com](http://Flocabulary.com)
- [Brainpop.com](http://Brainpop.com)
- [Teachertube.com](http://Teachertube.com)
- [www.njamistadcurriculum.com](http://www.njamistadcurriculum.com)
- [www.state.nj.us/education/ holocaust/curriculum/](http://www.state.nj.us/education/holocaust/curriculum/)
- [http://www.google.com/ earth/index.html](http://www.google.com/earth/index.html)

